



NEW HIGH SCHOOL BUILDING.

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ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF THE
TOWN OF BLOOMFIELD
ESSEX COUNTY, NEW JERSEY
NINETEEN HUNDRED AND THIRTEEN

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To February First, 1913.

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FREDERIC M. DAVIS, Vice-President.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION

The New High School Building.

An event of great importance to the people of the town and of great significance to the schools occurred on January seventeenth when the new High School Building was formally dedicated and thrown open for the inspection of the public.

So important was this event thought to be that it was decided to devote a large number of pages in the Annual Report, usually devoted to a discussion of other matters pertaining to the work of the schools, to making a permanent record of the addresses given in connection with the dedicatory exercises. A few cuts have been incorporated to show the public some of the more attractive and important features of the building.

DEDICATION
of the
NEW HIGH SCHOOL BUILDING

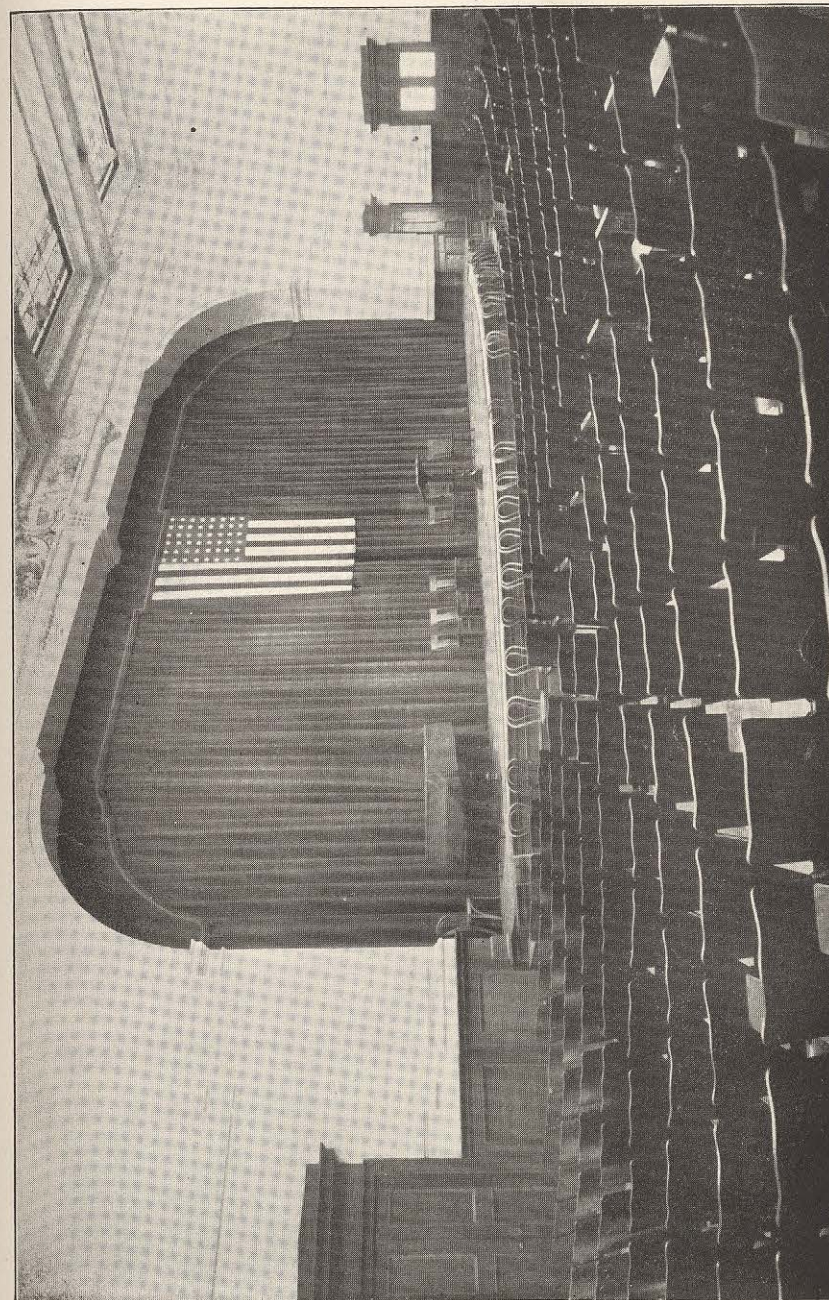
Bloomfield, New Jersey

Friday, January 17, 1913

PROGRAM

Friday Afternoon, at Half Past Two

ORCHESTRA—"King of the Air"	- - - - -	Carl Everlof
INVOCATION,	- - - - -	REV. HENRY S. POTTER, S. T. D.
CHORUS—"Build Thee More Stately Mansions"	- - - - -	Arthur Farwell
INTRODUCTION OF PRESIDING OFFICER,	- - - - -	MR. GEORGE MORRIS
		Superintendent of Schools
ADDRESS,	- - - - -	MR. WILLIAM A. BALDWIN
		Secretary, Board of Education
ORCHESTRA—"Miss Liberty"	- - - - -	Sidney Lerqy
ADDRESS,	- - - - -	HON. A. B. MEREDITH
		Associate Commissioner of Education of New Jersey
PART SONGS—		
"True Freedom"	- - - - -	Margaret R. Lang
"Loch Lomond"	- - - - -	Old Scotch
ADDRESS,	- - - - -	HON. CALVIN N. KENDALL
		Commissioner of Education of New Jersey
PRESENTATION OF FLAG,	- - - - -	MRS. E. A. ALEXANDER
		Member of Wm. S. Pierson Woman's Relief Corps
ACCEPTANCE OF FLAG,	- - - - -	MR. FREDERIC M. DAVIS
		Vice-President, Board of Education
SCHOOL SONG.		
BENEDICTION,	- - - - -	REV. HENRY S. POTTER, S. T. D.



BLOOMFIELD HIGH SCHOOL—AUDITORIUM STAGE.

INTRODUCTION OF PRESIDING OFFICER

MR. GEORGE MORRIS

SUPERINTENDENT OF SCHOOLS

Fellow Schoolmen, Ladies and Gentlemen:—

It is difficult for me to express the great pleasure it gives me to extend to you a word of greeting and a most cordial welcome to this beautiful building—your new high school.

You are all probably aware that there is a law spread upon the statute books of our state, which requires every school board to provide a high school education for each pupil desiring to pursue his studies beyond the grammar grades.

This law is less than two years old, but our school records prove beyond a peradventure that its enactment was not made necessary by the attitude of the educational authorities of our town toward secondary education, for we find that a high school was organized in the early seventies, a building erected, which at that time was considered the equal of any high school building in the State, and we find further that in 1876 a class of eleven members was graduated.

A little over eight years ago, when your present superintendent first came among you, it was suggested by one of the New York papers that the first matter that would need his consideration would be a new high school building.

A brief survey of the field convinced him that there were far more pressing demands to be met in providing additional facilities for the accommodation of the rapidly increasing number of pupils entering the elementary schools, and for the first five years of his service, each year found us compelled to erect either one or two additions or a new building.

But the rapid increase in the enrollment in the elementary schools meant a corresponding increase in the enrollments of

the high school, and three years ago it became evident that we were so rapidly outgrowing the old building, which has served as the alma mater of many of you, that steps looking toward the erection of a new building must immediately be taken.

Accordingly, in January, nineteen hundred ten, the movement was started which in its completion brings you today a building constructed with a view to its best service to the community, to your children and to your children's children.

To your children who are today pupils in this high school let me express again the sincere hope that they will measure up fully to the possibilities before them and make the best use of this fine building and its splendid equipment.

And now it is my privilege and pleasure as well to present as your presiding officer a gentleman who has for thirty-two years served you as a member of the Board of Education, and who, during that entire period, has performed faithfully the duties of Secretary of the Board as well.

His distinguished service has been marked by highly commendable zeal and an abiding steadfastness of purpose, that purpose ever being the betterment of the schools of Bloomfield.

Ladies and gentlemen—Mr. William A. Baldwin, Secretary of the Board of Education.

ADDRESS

MR. WILLIAM A. BALDWIN

SECRETARY OF THE BOARD OF EDUCATION

Ladies and Gentlemen:

We are gathered here this afternoon to dedicate this splendid building, and to open it to the inspection of the public. Further dedicatory exercises will take place this evening. Ever since its foundations were laid, in the spring of 1911, all eyes have been turned in this direction watching its slow but sure progress. Never in the history of the town has so large or so costly a building been erected. Never has so great an undertaking received such loyal and enthusiastic support. Carried to completion in the Centennial year of the Town, this High School at the north end of the Green and the Soldiers' and Sailors' Monument at the south end will long endure as permanent reminders of the glories of the Centennial celebration. Beautifully situated at the center of the Town, solidly built with graceful architectural lines, this building will ever stand as the outward symbol of the estimate placed upon higher education in Bloomfield.

Its interior is arranged in accordance with the most improved lines of High School construction.

In the basement, beside the furnaces and ventilating plant, are the supply rooms and the manual training rooms for wood-working, joinery, and mechanical drawing.

On the first floor are the Principal's room, the rooms of the Board of Education, two drawing rooms, one recitation room, and the kitchen and dining rooms of the Cooking Department. The second floor has seven recitation rooms and the library room.

Upon the third floor are eight class rooms.

Upon the fourth floor are laboratories for chemistry, physics

and biology, one lecture room, supply rooms, and the large gymnasium (52 by 90 feet) fully equipped with apparatus, with a running track around the entire building. Baths and lockers for the boys are installed in the north side of the building, and a similar outfit for the girls on the south side. This light and airy room will prove very attractive and supply the opportunity to cultivate a sound mind in a sound body.

Coming back to the first floor we have this fine assembly hall, capable of seating one thousand people, with three entrances in front, two on the sides, and doors admitting to the galleries on the second floor. This room has long been needed, not only for the High School for its assemblies, concerts, theatricals, and lectures, but for town gatherings of a social or political nature.

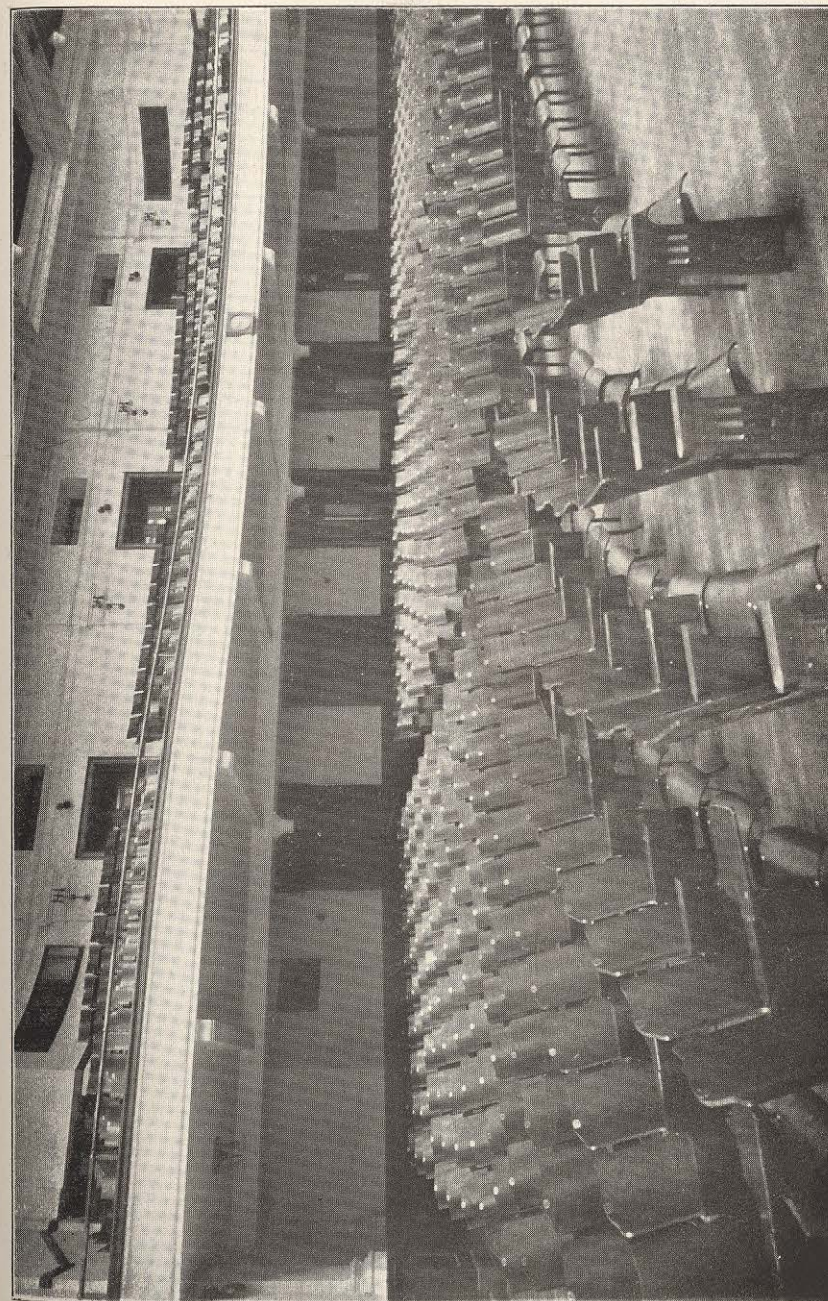
It is not my purpose to enter upon extravagant praise of this building. It is for you to examine it and form your own estimate of its fitness for the work to be done in it. I may say, however, that for a town of the size of Bloomfield the erection of this High School was a large undertaking. We may enter upon its use with a large satisfaction and contemplate its architectural beauty with pardonable pride.

To the architect, Mr. Charles Granville Jones; the builders, The Central Carolina Construction Company and Lewis & Kitchen; to the workmen in wood, stone, brick, mortar, glass, and steel; to the Boards of Education and the Superintendent of Schools, who have labored to make this building as perfect as possible, should go a generous meed of praise.

No accident has marred its progress. It is placed in our hands at a cost not beyond our ability to pay, and with the assurance that with the additions planned to be made as they are needed, it will serve its purpose for many years to come.

May we not add to the names of those who have reared these walls, those who in the past were the real builders of the High School.

Forty years ago this very month of January the first class began its studies in the red brick schoolhouse across the Green yonder. They had but one teacher. There were few facilities for study. There were no manual training rooms, no library, no laboratories, no gymnasium, no assembly hall. Only a class of



BLOOMFIELD HIGH SCHOOL—AUDITORIUM ROOM.

twenty-two with one teacher gathered in a building filled with grammar and primary children. Yet it was a beginning.

High Schools were few in the State at that time, only six or seven, as we were told by Professor Bevier at the laying of the cornerstone.

The new order of things was not, however, to go unchallenged. Times were hard, taxes high. In a few years the storm broke. A new Board of Education undertook to starve the High School so as to reduce expenses. Salaries were lowered, supplies cut off. Yet the little band of students stayed at their tasks, because already a sentiment had been aroused which could not be resisted. So the High School lived on, thanks to the courage, self sacrifice, and devotion to duty of the men of the seventies and eighties. Their efforts saved the day, and to them belongs a share of the credit for the glory of this hour.

The band of High School graduates now numbering more than four hundred, reinforced by many others from the outside, have through their influence reared these walls, and extended the opportunities of a higher training to the boys and girls of today. As we gather here to voice our gladness, let us not forget the sacrifices of the pioneers of high school education. Let us rather emulate their example and dedicate ourselves to the cause of a high school education for all who may wish to obtain it.

With equal courage, self sacrifice, and devotion, let us carry forward their work, enlarging the opportunities for obtaining the higher instruction, broadening the course of study, and securing such efficiency in the teaching force as shall assure to every boy and girl, with the ability to learn, the chance of securing a good education, to raise himself to the level of his fellows and become an intelligent, loyal, and patriotic citizen of his Town, State, and Nation.

ADDRESS

HON. A. B. MEREDITH

ASSISTANT COMMISSIONER OF EDUCATION OF NEW JERSEY

Mr. Chairman, Mr. Commissioner, and Friends of Public Education in Bloomfield:

About six months ago it was my pleasure to be in this municipality as the guest of your Centennial Committee, and the sight I witnessed at that time made an indelible impression upon my mind. You will perhaps recall that in the month of June last there was held, as a part of the program celebrating the one hundredth anniversary of your incorporation as a town, a parade and a review of the young people enrolled in the schools. I thought as I reviewed that marching army that no matter how much you may boast of your beautiful streets, of your lovely homes, of your splendid churches, of your magnificent school buildings and of the generous opportunities that are offered to young people for education, your most valuable asset, as was demonstrated on that day, was that body of young people of more than three thousand in number, who represented your school population. Later, as I looked over that company on your spacious green and saw them salute the flag as it fluttered in the breeze, and heard them sing our National Hymn, I thought of what an inspiring sight it would be if you could see yourselves, and if together we could see, gathered in one mighty host, the pupils of all the High Schools of this State. That number would be about ten times the number of young people gathered there that afternoon.

And now, it is my pleasure and honor, in the name of these thirty thousand young people, who represent the High Schools of New Jersey, to bring you greetings and congratulations upon your having this magnificent opportunity here in your home

town for the enjoyment of years of instruction. This is an imposing building and one in which you all can take the greatest amount of pride. The value of this building, however, is not to be estimated by the fact that it cost you more than a quarter of a million of dollars, but rather it is to be thought of in terms of the opportunities it offers to these young people for advanced training, and with them we rejoice this afternoon.

What a business this education business in the State is! If I were to undertake to tell you something of the figures which represent the cost of public education they would be simply figures, they are very large. It is a business in which a vast number of people are engaged. We, in New Jersey, have something like twelve thousand teachers and there are about half a million pupils enrolled in our public schools; of that great army, you, the pupils of the Bloomfield High School, are a part.

As my contribution to the program of this afternoon, I have chosen to address my self primarily to you young people concerning this business of education and concerning some of the dividends to be had from the investment you are making here. In other words, I would like to point out that there are certain factors in business, as we use that term broadly, that are in a large degree comparable with the factors that exist in the important business of public education.

In the first place, there is a certain amount of investment or capital, which is not represented solely by the buildings you erect, nor in the equipment you put into these buildings. Included in that capital is the time you, as young people, are spending in getting your education. It includes also the effort that you make to master the various lessons assigned to you day by day; it is represented by something of the earning capacity you young people are developing for yourselves. I will also include in this capital, the assistance being rendered by parents, for it sometimes means that parents are making sacrifices in order that their children may have an opportunity of going to the High School. Also the heart, brain, and sympathy of the parents and of the teachers is part of the capital invested for education in your community.

There are two classes of shareholders to my mind; there are those whom we may call the holders of common shares, common

stock—the great body of people who represent the citizenship of this town; those who are going to get some indirect benefits coming from your education. Then again there are others who may be said to represent the holders of the preferred stock, persons who are to get the first benefit of this investment of time, energy, and effort being made by you and your teachers. To this latter class of investors, you, my friends, belong. So we see then two elements of this enterprise—first, the capital invested, and, second, the shareholders divided into two groups. Again, as a third element, we have the dividends, and it is to the dividends that I wish to give most of my time and attention. These dividends come to you, as individuals, in terms of culture; in terms of knowledge; in terms of skill; these dividends come back to the community in terms of good citizenship, the ultimate end for which our schools exist.

Now what is your investment? In the first place, it seems to me that one item in your investment is time, and time is worth money. Somebody in Pennsylvania, I think it was, made a calculation a few years ago by comparing the earning capacity of a thousand trained and skilled men when they were forty years of age, with that of a thousand men of similar age without formal education and engaged in unskilled labor. The comparison showed that the greater earning capacity of the former was due largely to their attendance at school, and further that the money value of their investment of time at school was worth ten dollars a day. Not that they earned ten dollars a day; but, taken in the light of their later dividends in earning ability, they had invested ten dollars worth of time a day, while at school. Now whether the value of the day's investment is ten dollars or fifty dollars is not the essential thing. The point is, that time is an important element in getting an education; and to a pupil, time at school is of such a value, that parents should see that every day a child can attend school, he is there.

Assuming the figures just given to be approximately true, or at least suggestive, a parent who keeps a pupil away from school to earn a dollar is robbing his child of at least nine dollars of his capital stock, or of his investment. But I would not for a moment have you think of education as estimated only in terms of money which has been lost or gained, but I would



BLOOMFIELD HIGH SCHOOL—BOARD ROOM AND SUPERINTENDENT'S OFFICE.

rather have you think of the loss of time as a loss of opportunity. Education is not an act, it is a process, and processes take time, and that means pupils need to be in school during the entire twelve years if possible. Your business, my friends, as pupils in school is to devote yourself to the work assigned, whatever it may be. Of course, I recognize that school life has in it something more than formal lessons in Algebra, History, Science, Manual Training, and Cooking, but we as school people are not for a moment, in the real work of the school, in competition with those secondary elements of school life which include athletics, societies, and dances, which have their place—but a subordinate place. The school day is all too short, the school year is all too brief for the work we need to accomplish to fit ourselves for life's battles. Time, plenty of it, is then one element of your investment.

The second element is effort, application, a certain concentration; in short, diligent work. Nothing can be done without effort or work, and the more we apply ourselves up to the limit of our capacities, the greater will be our return. Our dividends are in proportion to the amount of our investment.

With this investment of time and energy, what are the dividends? First I should say there is a dividend of power. You are conscious as you go through the twelve years of school life that you are growing stronger mentally, that you have a wider outlook upon the world of literature, of science, and of industry. You have accomplished something. You know something of the joy that comes with achievement. Nor have these results come about by our own effort alone. As already hinted, it is partly through the sympathy and help of parents and teachers. The power I have in mind is not inherited, it is the sort of thing that has to grow, be developed, and the school will do much to develop it. Some people are seeking power through wealth, which does give a certain degree of opportunity, but if we measure it in dollars and cents we are putting it on a very low plane. Some people are seeking power through social position and it sometimes means that loss of money means a loss of position, a loss of power. Others think that through official position they may get power, and perhaps they may. But the difficulty with all those kinds of power is that they are

outside the individual, while the kind of power your High School course undertakes to foster is something that grows up within yourself and something which comes out of the effort you have made in using the environment in which you are placed. We, as school directors, desire to make those opportunities as full, as rich as possible, so that you young people of the High School may get the largest possible measure of that kind of dividend. That is the reason we give you opportunities in Domestic Science, in Chemistry, in Biology, in History and in Literature; that is the reason we offer you certain racial inheritances that have come down through the ages expressed in terms of music and art, so that you may come to the fullest and largest enjoyment of the power that you have gained. These, then, are the results we are aiming at. These are some of the dividends from your investment.

But, you say, knowledge is power; is not knowledge the thing we need? Is it not well to be able to answer those questions found in the newspapers, that are assumed to test the efficiency of the school? It seems to me the cheapest thing we have is mere knowledge; we can get a vast volume of it for about \$129, for the latest edition of Encyclopedia Britannica can be had for approximately that sum, and what a vast body of knowledge is there! It does not seem to me that knowledge in itself is power; it is not mere information, but the way in which we use that information that counts; it is the habits of thought that we get from working over information that gives us power to think. Our efforts at school through study should give us an ability to discriminate among facts of knowledge; to test their relative worth; then, in the light of a purpose, to relate these facts, to form judgments; in other words, to think. That which we need today is not more information or knowledge, but more power to think a situation through to the end. We were told recently in some of the papers that a large amount of our political hysteria comes about from the fact that the American people have not yet gotten down to thinking things through. I remember hearing the president of one of our colleges say some time ago that what our schools ought to strive to do, using this body of knowledge, was to teach a person to get no more into his conclusion than was contained in the premises

from which he started; in other words, to think straight. For this result we shall have to take time, and twelve years is all too short.

We as a people believe in training. We spend millions of dollars in training our young men for the army, we spend millions of dollars to support a navy; we demand that in those places there shall be trained and skilled men; we demand that those who occupy positions in our courts shall be trained people; we are coming now to demand that young people who shall go out as artisans, shall be specifically trained for the respective trades into which they may go, and provision is being made in schools to prepare pupils for these fields of industrial activity. But it seems to me the chief problem we have, which is inclusive of these different elements, is training for the vocation of citizenship. As intelligent citizens one of our biggest assets will be the ability to think clearly and sanely. Our industrial and social problems will not be solved through emotional excitement, through loud shouting or denunciation, but through calm, sober thought, backed by high moral purpose. It is the business of the school then to emphasize, not knowledge alone, but knowledge as a tool in thinking. Therefore, I say that from this investment of time and energy the power to think is that which is going to give the largest possible returns.

I recall a few years ago, President Eliot of Harvard went up and down this section of the country telling us that our public school system had failed very largely, and one reason why we had not gotten certain results was because we had not spent money enough. It is frequent enough to be criticised by those outside of the profession, but I think some of our keenest critics are those from within. President Eliot also charged the school with not having trained young people to think. He said that we, as a people, in spite of one hundred years of public school education, were still clinging to the opinion that we could get something for nothing; that many of the economic and social questions coming up before us we were trying to legislate away, as though passing resolutions would solve an economic situation. The inditement, he said, was not against our moral attitude, but against our power to think.

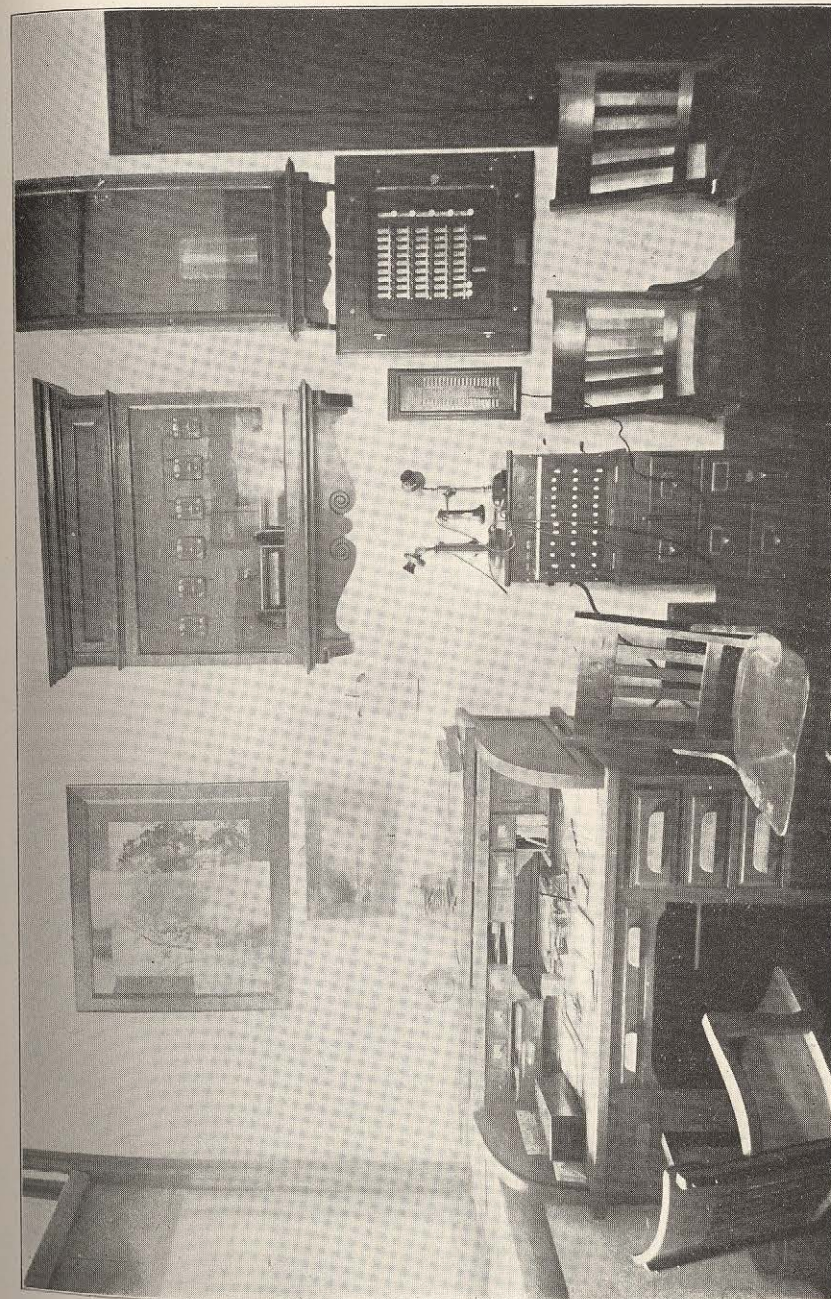
To complete the curve, thought should lead to action, for

the test of a proposition is the way it works out. We cannot all be civic heroes, but we can have ideals, we can identify ourselves with some great movement for the betterment of society in which we live, so as to put this thought power to some actual result. Power to think and ability to act, I would not have you believe are the only dividends that come from education.

I think another would be happiness in our work and enjoyment in that to which it leads. Much comes from environment. Teachers are carefully selected in order that you may be under the best influences. With you they enjoy the pleasures of work well done. Every good teacher can recognize at once when a pupil is conscious of the results of his own efforts, when he has actually achieved something. The pleasure shows itself immediately. A good teacher can recognize by the glint in the eye or the flush on the cheek, the consciousness of power that comes to a pupil as he solves a problem in mathematics or when he discovers beauties in the realms of literature. Those are some of the pleasures and enjoyments in school life. School life is not all, nor must work absorb all our time. We have a right to some leisure. How shall it be used? Can the school help us there?

After we are out of school, has education anything to say as to how we shall use our time? The truest test of a man's or woman's character is the way in which he or she uses leisure time. I think it was Coleman, the mustard man, who said he made money not out of the mustard which people ate, but what they left on the sides of their plates (laughter); that which they did not apparently use, was the thing worth most to him. And I am not so sure but that in this educational business, in the real work of life, some of these by-products that come to us as we use what leisure time we have, when we are all done with the day's work; the kind of things we seek for enjoyment, or which give us pleasure, are a better indication of the results of our education, are a better indication of the sort of character we have, than those things which only concern the day's work, and have to do with merely getting on in the world.

I have been reading recently a book which probably many of you have read, it is the story of the first provisional president of the Chinese Republic, Dr. Sun Yat-Sen. I do not know of a



BLOOMFIELD HIGH SCHOOL—PRINCIPAL'S OFFICE.

more fascinating story than the story of that man's life—how he conceived and realized a certain ideal for the Chinese people, four hundred million of them. Here was an obscure man without apparent power or influence, a man, however, who had some education and some ideals. As you will recall the story, he was chased around the entire world, and a price was put on his head; he had to endure all sorts of hardships and go about in all kinds of disguises. But he had one ideal in his mind, and that was that the Manchu dynasty of China should be wiped off the face of the earth. He gave his entire life to the work of overthrowing their power. He went out and gathered a company here and another there, preaching the gospel of republicanism as he saw it, until finally the time was ripe. The Chinese people arose and to the astonishment of the entire world ended the rule of the Manchu Power.

When Sun Yat-Sen had realized his ideal, had made the people conscious of their power, great man as he was, he stepped down from the position to which the people elevated him. He was larger than the position, and proved it in his ability to step down and let another administer the government he had helped to create. Sun Yat-Sen proved to the world the possibility of realizing an ideal. Education, Christianity and Civilization had given him the ideal. Ideals then are practical things. They alone are **dynamic**.

My point is this, that our high school course involves the creation of ideals, in addition to knowledge and skill. These other accomplishments are worthless alone, and it is only as we can get these ideals and they can be made part of ourselves that we can come to the full fruition and benefit of the investment we are making as the days go by.

What girl can read the life of Alice Freeman Palmer without getting help and inspiration through seeing what can be done by one without great physical strength, but with a noble ideal for the higher education of women. In the face of prejudice, against the high wall of tradition, she worked, but finally saw her ideal realized in Wellesley College. She was spared long enough to touch the lives and hearts of thousands of young women who have carried her teachings and the inspiration of

her life to the remote parts of the world. Again, who can read the story of Booker Washington, hindered and hampered by prejudice and ignorance, yet inspired by an ideal, no less than taking the black man from the darkness of intellectual and industrial slavery, and leading him out into economic freedom, and not gain fresh confidence in the dynamic power of ideals?

So I hold that ideals are a product of school life and a part of the dividends of high school work.

I recall a few years ago, while walking down one of the streets of Newark, that my attention was attracted by a picture in a window. Examining it, I saw it represented the awakening of Galatea. You will remember how Pygmalion could find no one among the Grecian maidens who met his ideal of beauty. He became morose and retired to the woods a disappointed youth. Being a sculptor, he began to chisel out of a block of marble his ideal of a beautiful woman. He worked for months carving his ideal. When finished he found it was not fully his. It lacked life. So he prayed to the gods that they would give life to the image he had created, and his prayer was answered. Galatea sprang into life, and Pygmalion made her his own.

I mean that while ideals of unselfishness, of duty, of service and beauty are set before you in school life, unless you make them your own, imbue them with life, assimilating them as a part of your character, they cannot be legitimately called a part of the dividends from your investment of time and effort.

What I have been trying to say is simply this: School life has in it some of the factors which are found in business; there is an investment, there are shareholders and dividends. Primarily we are interested in the dividends that come to you as individuals, as holders of the preferred stock; those dividends are going to be expressed to you in terms of ability to do and ability to appreciate those things which are good and true, and those things which are beautiful. The returns to come to the holders of the common stock are coming in terms of citizenship, whereby not only are you benefited in the Town of Bloomfield and in the County of Essex, but likewise all that great body of people who make up the State, of which we are a part and which we all so dearly love. (Loud applause.)

HON CALVIN N. KENDALL

ADDRESS

COMMISSIONER OF EDUCATION OF NEW JERSEY

Mr. President, Members of the Board of Education, Pupils of the High School, Ladies and Gentlemen:

In this magnificent High School you have accomplished a double purpose; you have built for yourselves, for the improvement of your beautiful town, and you have also built for the State, for the public school, whether a grammar school or a high school, is an institution which serves not only its own community but the entire State as well. The Board of Education, the Superintendent of Schools, and the teachers in the High School are performing a double service always, a service to the children or youth on one hand, and a service to the State on the other hand. I cannot conceive of a more satisfactory enterprise than that in which the Board of Education, the Superintendent, or the teacher is engaged--the serving of children and the State.

I bring you this afternoon the felicitation of the State Board of Education and of all who are interested in education in the State of New Jersey, for you have built, let me repeat, not merely for Bloomfield but for the entire State.

Good things in education are much like the measles or whooping cough; they are contagious, and every municipality, every city, town and borough in this part of the State is influenced by the fact that the Town of Bloomfield is dedicating a high school building that cost a quarter of a million of dollars. That one fact is a source of encouragement to boards of education, superintendents and teachers who in other communities hope also to have better school accommodations.

The young people in the High School are part of a large and goodly company; there are approximately 30,000 young women

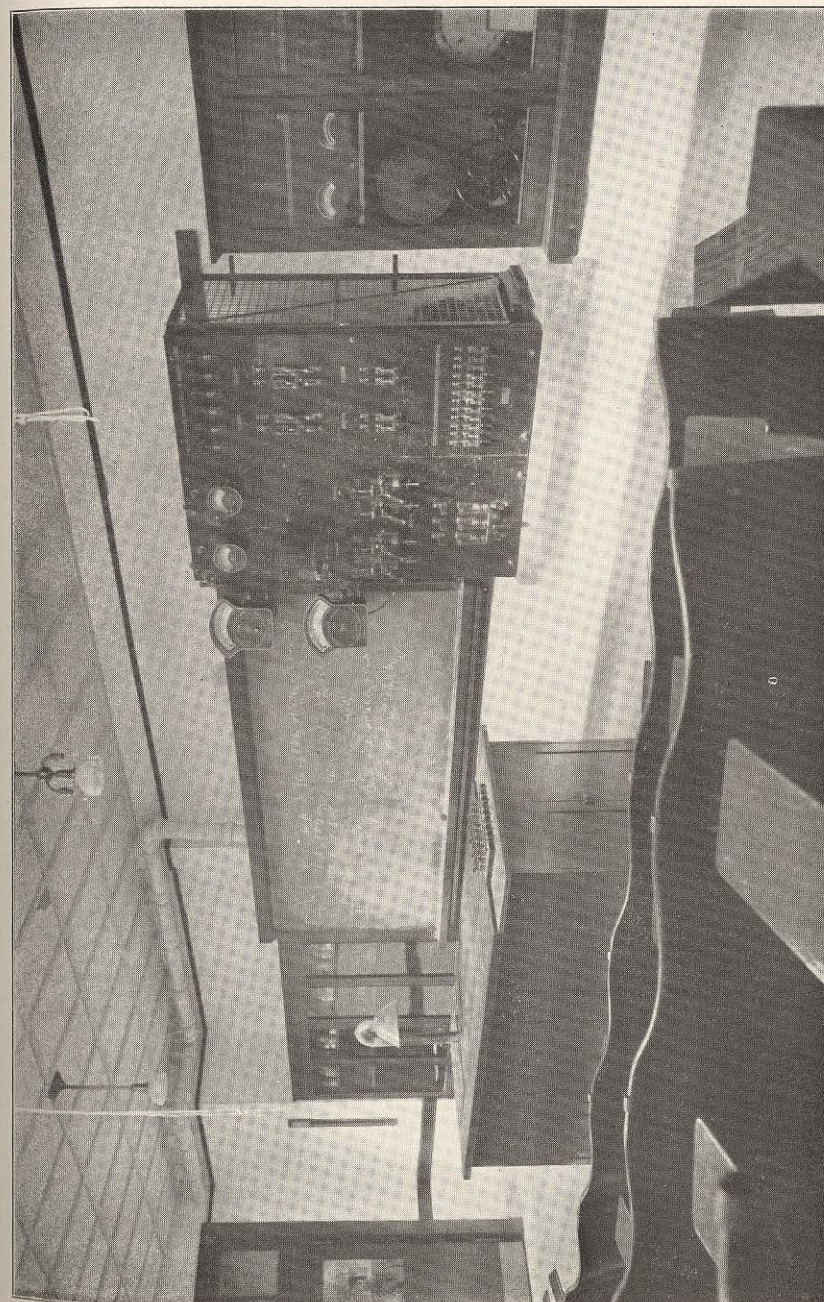
and young men in the high schools of the State of New Jersey. High school education is popular in the State; its popularity is shown by the fact that in the past twelve years the high school attendance in New Jersey has doubled; the population in the State has not increased in that proportion.

How many high school pupils are there throughout the country? The number is large; there are more than a million of these young people. That means that one person out of every ninety-five in this country, counting men, women and children, is enrolled in the public high schools of the United States. Yet I have been told here this afternoon that it is not much longer than thirty years ago since a high school was established in Bloomfield. The history of the High School here is much the history of high schools elsewhere. The marvelous expansion and growth of the high school means very much, be it not forgotten, in the future citizenship of this country.

What are some of the reasons why the high schools have increased in numbers so rapidly? I have not time to recite them all in the limit of this address, but here are some of them.

In the first place, there is an increase of wealth in the country which has enabled communities to erect fine high school buildings, of which this is such a conspicuous example; the increase of wealth has given people the opportunity to send children on through the high school after the grammar school period. Another reason for this marvelous expansion of the high school is found in the increase of efficiency in the grammar school, for, be it remembered—and this is not for the children so much as for the people who sit immediately in front of me—if you have good grammar schools you are sure to have large high schools, because, as night follows the day, children who are interested in their work in the grammar school want more education, and the high school furnishes the means.

In the next place the high schools have increased in numbers or attendance because steadily, year after year, the high school is responding more and more to the interests and needs of the young people themselves. Every school kitchen that is established in a high school, such as the one in this building, every commercial department where stenography and typewriting are



BLOOMFIELD HIGH SCHOOL—SCIENCE LECTURE ROOM.

taught, every manual training, or industrial training shop that is established, the excellence of the preparation for college—a part of the work of the high school, but by no means the most important part—all these meet the needs of the increasing number of our young people. And, lastly, there is the increasing confidence of our people in education itself.

Neither the grammar school nor the high school is without its faults, but, making all allowances for them, the confidence of the people in their schools—your schools—on the whole is increasing and a larger and larger number of persons want to have their sons and their daughters take advantage of that which has been so happily called “the poor man’s college,” for that is what the high school of 1913 is.

I hope that every citizen of this town will take advantage of the opportunity to go about this building. Mr. Meredith and I did so this afternoon in company with your Superintendent of Schools. This, of course, is not the only fine high school in New Jersey; other communities have built fine high schools as well, but I want to say to these boys and these girls that thirty years ago, or even twenty-five years ago, there was no such high school as this in all the United States. We have been doing simply marvelous things in high school architecture and construction in the last quarter of a century, and particularly in the past five or ten years. As you go about this building I believe you will feel that the limit of convenience and appointment in school house construction has about been reached. I do not see how it would be possible to conceive a school building better adapted for its work than this high school right here in Bloomfield. Here are excellent science laboratories—none too good, just what you should have in a prosperous town like this. But your laboratories are equal to the laboratories that were found in the average American college when I was a boy. Here are your well-equipped rooms; here are your kitchen and dining-room, your manual training equipment—all of these mean, as the Secretary of your Board has well said, that it typifies the confidence of the people of this town in education and the hope of the people of this community in you girls and boys of this High School. I am sure you will not disappoint them.

I wish to voice what I believe to be the sentiment of every-

body in this audience. Excellent music has been heard here this afternoon from these high school pupils, which reflects credit upon themselves, their teacher and their school.

A high school is not a fine high school simply because it is housed in a fine building. It is important to remember this.

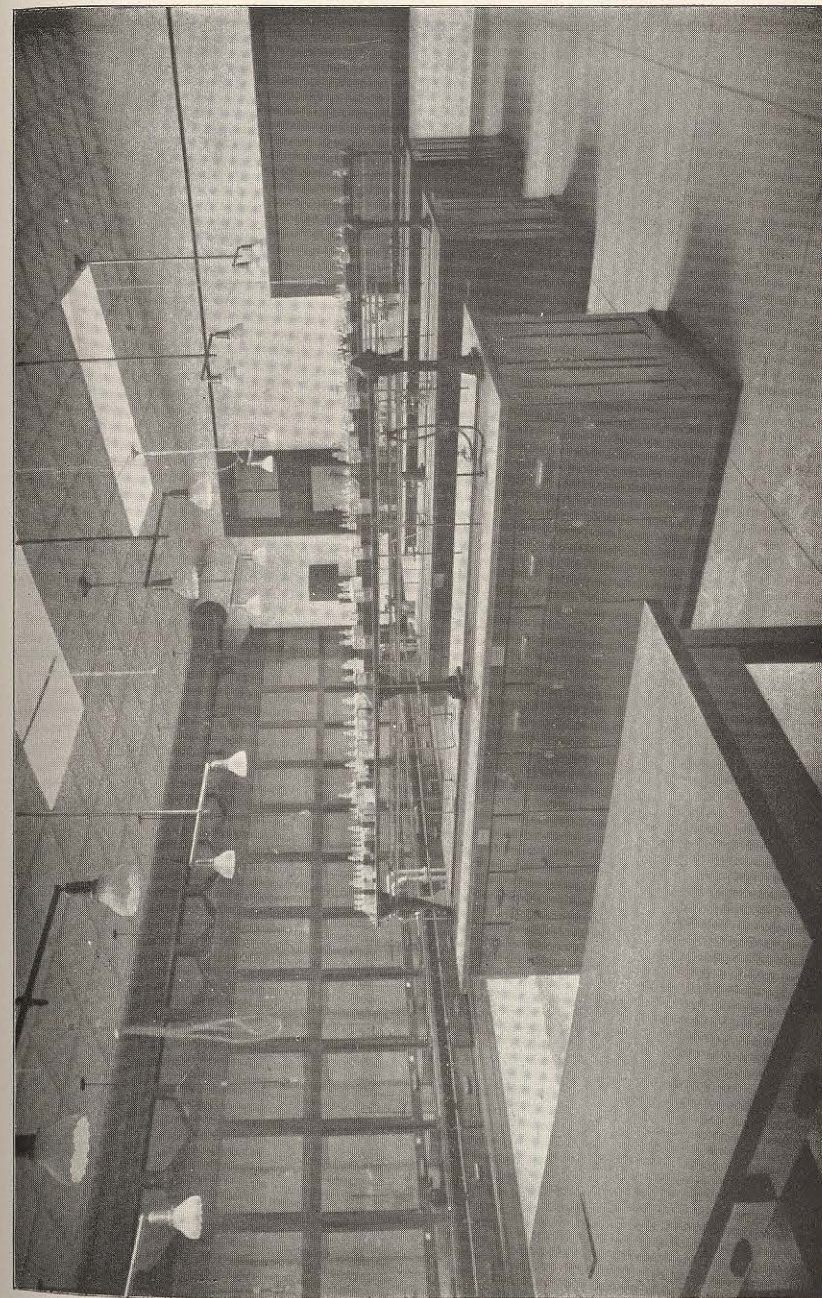
A good school is primarily made by the influence, by the effort, and by the character of the teachers in charge of the school. When I say that, I do not mean to detract from the efforts of the Board of Education in the erection of a high school. I have been a City Superintendent of Schools, and I know from experience that a large amount of time is required of the Board of Education, and particularly of the Building Committee, to erect a creditable building. However good your architect may be, however honest and efficient your contractor may be, an immense amount of time must be given by the Board of Education in settling the perplexing questions which arise in the erection of a building like this. All honor to such men!

The efficiency of a high school is, however, determined by three great factors.

First, by the teachers. The Board of Education which builds a magnificent high school and then (and I am speaking of a real case that occurred in New Jersey) allows an excellent and efficient teacher to be stolen away from them and taken to another city because of a paltry two hundred dollars in salary, is a short-sighted board of education in my judgment. The teacher makes the school, and it is an unwise policy to erect a new school building and then leave out of account how important it is that every teacher shall be one of a high degree of efficiency.

In the second place, the character of a high school is determined by its course of study, by what the children are called upon to respond to in the school. You seem to be meeting in your curriculum the various needs of these young people.

In the third place, the efficiency of a high school in Bloomfield and elsewhere is determined by the attitude of parents toward the school and toward the work of children in the school. Every teacher in a high school will tell you, if he is honest about it, that it is much easier to get good, hard solid work out of a high school boy or girl if the parent is interested



BLOOMFIELD HIGH SCHOOL—CHEMICAL LABORATORY.

in the school, in education and in the teachers of the school; if the parents believe, for example, that nothing should interfere with the regular attendance of pupils, if the parent believes that it is the business of these young people, 180 school days in the year, to go to school; their business is the business of going to school, not some of the time, but all the time. The wise parent, who is interested in his or her children, is the one that cuts out the social diversions that are the plague of so many high schools. I am not the one to believe that a boy or girl should have the same sort of interest and feeling and enjoyment that a man or woman of fifty should have; I know they must be young people and have their good times. I am one of those who believe that not too many outside diversions should be allowed to enter into the lives of these young people when they are going to school.

Again, the parents who help the schools and the teachers are those who visit the schools and know what is going on there. When occasionally the boys from the high school were in trouble and came to my office as Superintendent of Schools in two typical American cities, very rare indeed was it that the father ever came to the school to settle the difficulty; it was the mother who came. Now I am going to be perfectly frank about it—we need greater interest of fathers in the work of their boys in the high school. I know they are busy; as a gentleman said to me the other day, they are earning the money to pay for the schools. That is true, but they are not too busy to know the names of the teachers in the high school and occasionally make a visit to the school, and by no means too busy to take an interest at home in what these boys and girls are doing in the school.

If I had time I would like to enlarge on the thought that because most of our people in New Jersey live in cities or in city environment, not in country or rural environment, it is all the more necessary that parents should be interested in what their children are doing. The boy in modern city conditions in 1913 is not the companion of his father as this gentleman who sits on my right, ninety-six years of age, was the companion of his father in the long ago, and too few girls are in intimate contact or relationship with their mothers. There are exceptions

to this, of course, but the hurry and bustle and excitement, and the nervousness of city life make very large demands upon the attention and time and nervous organization of the parents as well as the young people in the high schools. We cannot ignore the fact that under modern economic and social conditions, young people must be given the best sort of schools, and the best sort of teachers within those schools, and we cannot ignore this fact, either, that we ought to have in our schools—call them high schools or call them what you will—larger provision for girls and boys who are more than fourteen years of age and who do not care for books, who do not care for the conventional course of study in the high schools. They need more industrial education, more of that sort of education which makes a larger appeal to the interest of these young people. I do not know what the conditions are in Bloomfield, but I know what the conditions were in the city in which I used to be in the Middle West, in New Haven where I once lived, and in the city of Trenton where I live now. The judges of the juvenile courts tell me that there are too many young people upwards of fourteen years of age who have been left really stranded by their parents and who are drifting slowly but surely to street corner loafing and from that to something worse. If the State of New Jersey fulfills to the letter the mandate of the constitution of this State, it ought to look after these young people. What is that mandate? It is that every person between the ages of five and eighteen shall be given a thorough and efficient education; that is not written merely in the statutes of the State but in the fundamental law of the State, the Constitution. The State will pay dearly, just as other states are paying dearly, unless the education of all the children is looked after, and not merely some of them.

Ladies and gentlemen, I offer you my sincere congratulations upon what you have done here and predict greater usefulness for this school than it has had in the past, great as the usefulness has been.

This school, like all other schools, can do much for the citizenship of the State and of the community, provided the young people are taught by means of their class-room work and their courses of study to think things out straight and to



BLOOMFIELD HIGH SCHOOL—BIOLOGICAL LABORATORY.

do their work well. If they here form habits of industry, if their outlook on life is here made better and more sympathetic, and if they leave the high school with an earnest, consuming desire to be of service not only to themselves, to their families, to their community, but to the State as well, the high school will amply justify its existence as a part of the common school system of the Commonwealth.

(Loud applause.)

PRESENTATION OF FLAG

MRS. E. A. ALEXANDER

MEMBER OF WILLIAM S. PIERSON WOMAN'S RELIEF CORPS

Board of Education, Superintendent, Teachers and Scholars:

I have had a very pleasant and honorable duty conferred on me, that of presenting to you this flag, this beautiful emblem of this great and glorious country of ours, and in behalf of the Woman's Relief Corps, Auxiliary to William F. Pierson, G. A. R., of Bloomfield, I take great pleasure in giving into your custody and control this flag. I am sure you will see that it receives the care and reverence that is due to it, ever remembering the countless numbers that have fought and died for it, that all who will might live under its folds free and equal.

Long may it wave o'er the home of the free and the land of the brave.

ACCEPTANCE OF FLAG

MR. FREDERIC M. DAVIS

VICE-PRESIDENT OF THE BOARD OF EDUCATION

In behalf of the Board of Education of this town I accept the flag which you have just presented to our High School. It is indeed a gracious act on your part, and is truly appreciated I assure you. It is not only a gracious act, but it is also an appropriate act, coming at this time and under the present circumstances as a gift from an older to a younger generation. The older, wise through the hard school of experience, gives to the younger and inexperienced an emblem which is the emblem of all emblems, the flag of flags, the thing dearer to the true American citizen than all the wealth of Croesus, dearer than life itself; for it millions of lives have been laid down and for it suffering and privation have been endured. You ladies know from experience what this means, you know what it is to part with dear ones, uncertain whether they will ever return or not; your lot was to watch and wait with thoughts of war and battle alarms continuously. You certainly did your part and a splendid part it was, for it has often been said that the women's work in the War of the Rebellion, as in all other wars, was just as hard and difficult as the men's. I believe that, and I feel that we should do honor to the wives, the mothers, the sisters of the men who went to the front to fight the battles of their country. You are not only to be honored but you are to be congratulated in that you were able in your way to help your country in the time of need.

And now, ladies, I take it that this gift is inspired not only by your love for the flag itself, but also by your love for the children of our schools and your desire to see them respect and love this flag, which has for many years signified so much to you. I feel sure that your prayer is and ever will be that God's blessing may always be on this beloved land of ours and that our children may honor and love the flag which is an emblem of reverence to millions of the people of this our country.

Fifty years ago this land was in a state of despondency and

sorrow, because the union was at its lowest ebb; but there was at the helm a man who could be trusted. Abraham Lincoln was in Washington, and where he was there was strength. The confidence of the people was in him; his hand at that time was stretching out touching Grant and Sherman, Meade and Thomas; he had, through the lesson learned of hard experience, reduced the number of commanders to four, and he had these four start out in the spring of 1863 never to be turned back, and from that time onward the cause of the Union went forward.

The President-elect to-day is a Southerner; during the Spanish War Southerners and Northerners marched side by side in the ranks; there is no more North or South, we are, thank God, a reunited country, never again to be parted. All North, South, East, and West love our common country and are one, united forever.

We again thank you ladies for your beautiful gift, and know that the scholars of this school, when looking at the flag which is now above me, will often think of the givers.

In closing permit me to draw two lessons from this occasion, a lesson of patriotism and one of sacrifice; for had it not been for those two striking characteristics in our forefathers we would not today enjoy the blessing of a free country and all that goes with it. They loved that flag dearly and they were not only willing to serve, but to die, in order that we might ever have an undivided nation. The poet Oliver Wendell Holmes put this most beautifully in a few lines which I hope you will allow me to read, more especially for the benefit of the scholars of the High School

Children of the day new born,
Mindful of its glorious morn,
Let the pledge our fathers signed
Heart to heart forever bind.

While the stars of Heaven shall burn,
While the ocean tides return,
Ever may the circling sun
Find the many, still the one.

Thank God for our men, thank God for our women, thank

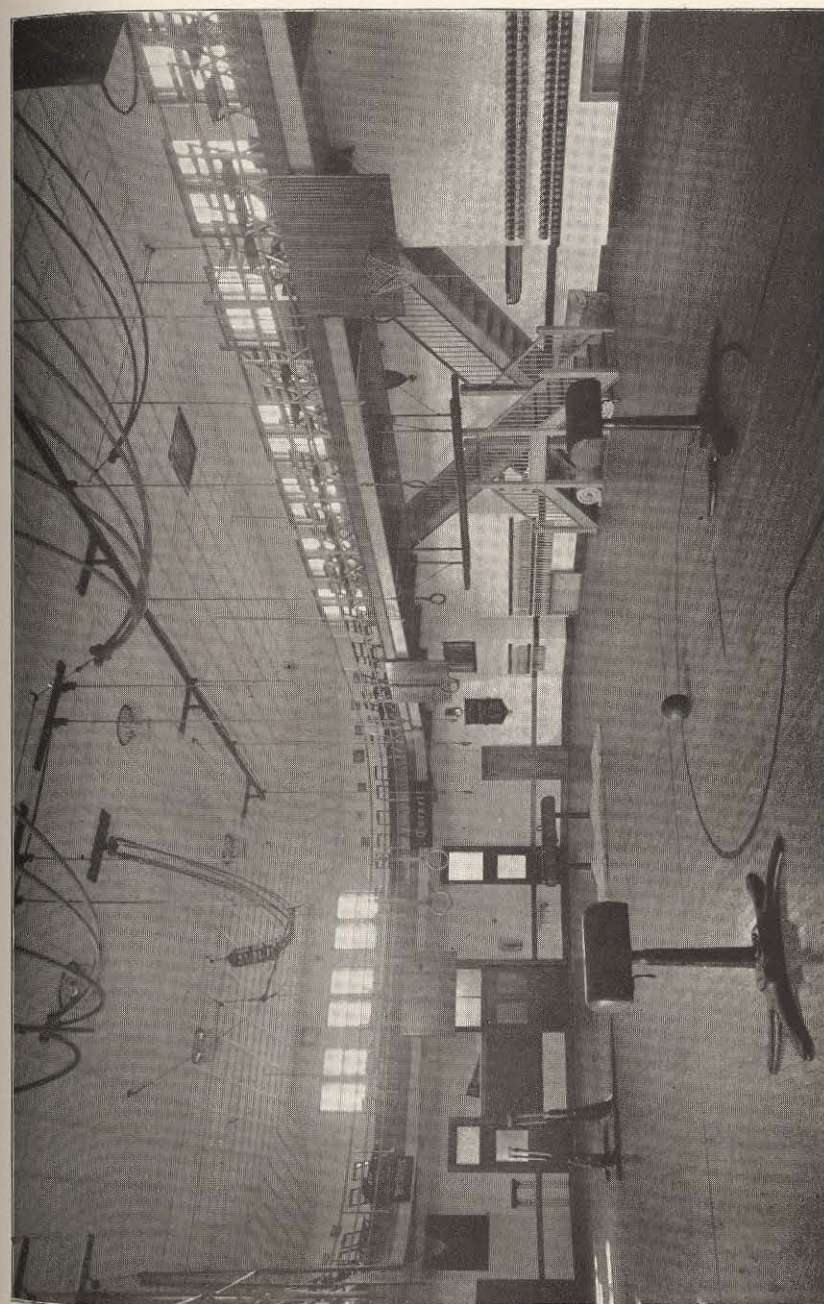
God for the country which they together saved, and, thanking God, let us see to it that we guard well this beloved flag and hand it down to those who follow us as unstained and sacred as we received it from our fathers. (Loud applause.)

The High School Glee Club then sang the school song, Rev. Henry S. Potter, S. T. D., pronounced the benediction, and the exercises closed.

PROGRAM

Friday Evening, at Eight O'clock.

OVERTURE—"Dedication"	C. W. Bennet
INVOCATION,	REV. GEORGE L. CURTIS, D. D.
CHORUS—"Recessional"	Henry Holden Huss
INTRODUCTION OF PRESIDING OFFICER,	MR. GEORGE MORRIS
	Superintendent of Schools
ADDRESS,	MR. THOMAS OAKES
	President of Board of Education
PART SONGS,	
"Blow, Blow, Thou Winter Wind"	Arthur Whiting
"Night Song"	Wilhelm Rittmeyer
ADDRESS,	HON. WILLIAM H. HAUSER
	Mayor of the Town of Bloomfield
ADDRESS,	MR. JAMES C. BROWN
	Member, Board of Education
ORCHESTRA—"Marceline,"	George F. Trinkhaus
ADDRESS,	HON. ROBERT H. McCARTER
	Ex-Attorney-General of the State of New Jersey
SCHOOL SONG.	
BENEDICTION.	



BLOOMFIELD HIGH SCHOOL GYMNASIUM.

INTRODUCTION OF PRESIDING OFFICER

MR. GEORGE MORRIS

SUPERINTENDENT OF SCHOOLS

Fellow workers in the great field of education, Ladies and
Gentlemen:—

This is indeed a proud moment for me, but pride in having played even a small part in the movement which has culminated in bringing forth the structure in which you are now seated is surely a pardonable pride.

This is neither the time nor the place for me to call your attention to the many features of interest that may be found in this building, but in passing I wish to state that it has been the aim of the members of the Boards of Education, the architect, and all others who had anything to do with the planning of this edifice, to produce a building thoroughly up to date in structure and equipment and at the same time adapted to the needs of this particular community.

It is scarcely necessary to present to a Bloomfield audience the reason for the need of increased school facilities of any kind. You all probably know that from a population of about 9,000 in 1900 we jumped to a population of over 15,000 in 1910. If this rate of increase continues, as it bids fair to do during the present decade, we shall be pressing well toward the 25,000 mark in 1920.

On December first, 1904, when your present superintendent assumed charge of your schools he found a body of high school pupils numbering 157. At the present time, eight years later, it numbers 350, an increase of over 120 per cent. Should the high school population continue its present yearly rate of increase, this building will be outgrown before the end of this

decade. It does not seem, therefore, that the high school problem has been attacked one bit too soon nor that its solution has been undertaken on too large a scale.

Our high school is not an institution of tender years. It was organized during the third quarter of the last century and has the proud distinction of being one of the oldest in the State.

Many of its graduates have made gratifying reputations for themselves in the business world, and others in their chosen professions. Thoroughness has been the watchword that has produced a good quality of work, but the development of a strength of character that will withstand the wiles and temptations with which the pupils come in contact when they leave school and enter the great race for life has also been a strong consideration.

We now have a building which we believe will compare favorably with any high school building in the State, we have a faculty each member of which is keenly alive to the possibilities that the new building presents and each member of which is also striving earnestly and faithfully to do his or her part in making the future of our high school even better than the past. We also have a fine body of students full of life, full of hope, and many—if not all of them—developing laudable ambitions in regard to the future, but we need badly and I cannot emphasize too strongly this need—the sympathy and co-operation of every parent of every pupil in this school.

For many of us life in the twentieth century is one mad rush. For this reason we are prone to leave too much for the teachers to attend to. We are expecting them to teach, and in a way father and mother our children as well. They are accepting the responsibility as best they can, but it is indeed a heavy burden. If you will take the trouble to become better acquainted with the teachers of your sons and daughters, they will become better acquainted with you and with a bond of sympathy established between you, they will be able to meet better the responsibility so many of us as parents are thrusting upon them. Nine times out of ten misunderstandings between pupils and teachers are satisfactorily adjusted when the parent takes the trouble to become acquainted with the teacher. Naturally, the pupil's viewpoint differs from the teacher's and

we are prone to accept the viewpoint of the child unless we have become acquainted with the teacher and have thus become able to get some idea of her viewpoint as well.

The establishment of a better understanding between parents and teachers will surely be of great assistance in solving our educational problems in Bloomfield, and I most sincerely hope it will come to pass.

I should like to talk longer with you along this line, for it is of vital importance to you as parents and to us as teachers, but I feel that I have already taken too much time, and I have wandered from my text which you will note on the program is—the introduction of the presiding officer. It seems almost out of place for me to introduce Mr. Oakes. His faithful and distinguished service as a member of the Board of Education covers a period of thirty-two years. Since 1885 he has been the presiding officer of your Board. Justice and fairness to all have characterized his successive administrations. You know of his devotion to the interests of the schools, and how he is always striving to secure the best for them that the means at the disposal of the Board will command. You all know him, he needs no introduction, but it gives me extreme pleasure to present to you Mr. Thomas Oakes, the President of the Board of Education, who will preside this evening.

ADDRESS

MR. THOMAS OAKES

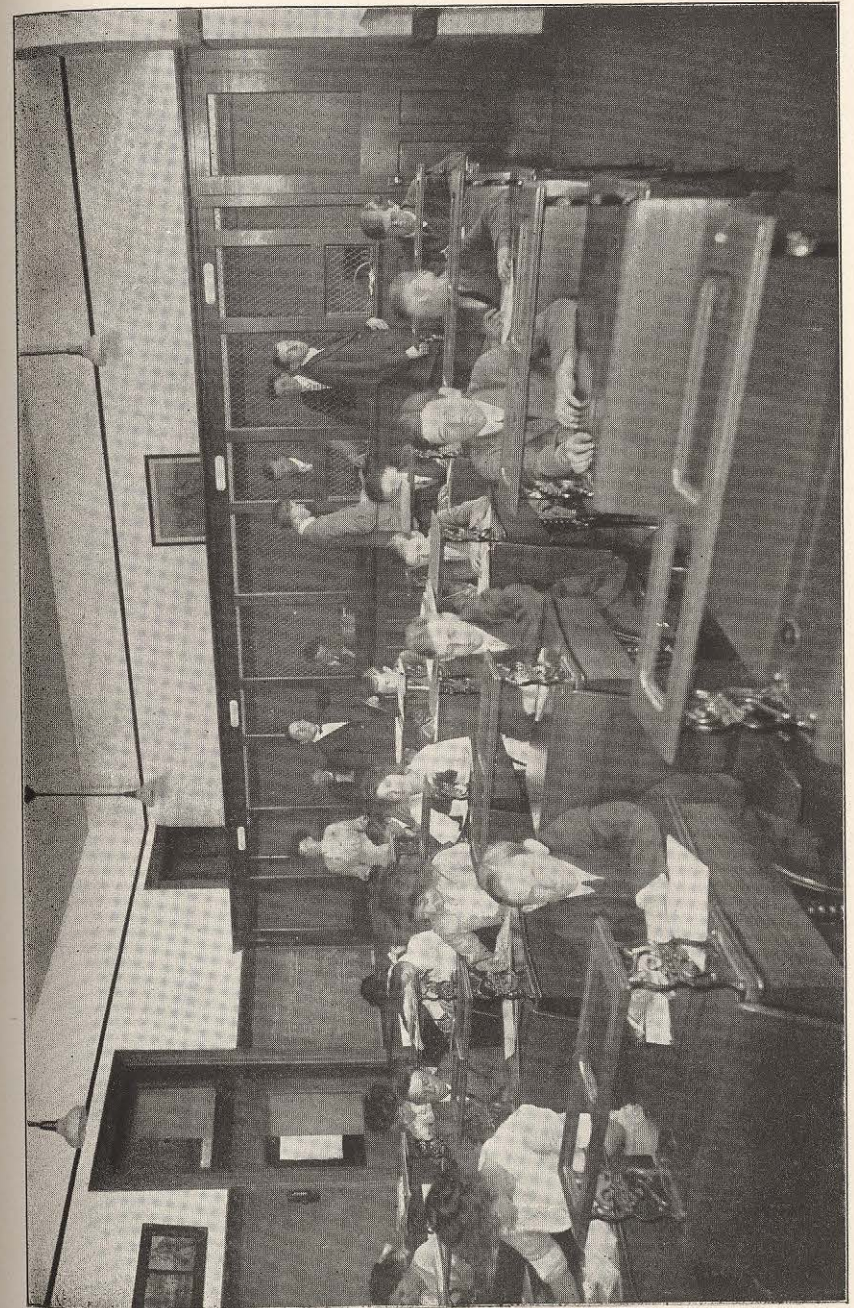
PRESIDENT OF BOARD OF EDUCATION

Ladies and Gentlemen:—

It gives me great pleasure, as a representative of the Board of Education, to extend a most cordial welcome to all who are with us this evening. We have met at this time upon an occasion of more than ordinary importance. We have met to dedicate this building to the educational interests of our town. The Board has long looked forward to this event, and it is with pleasure that its hopes, so long deferred, are now realized and that our public school system is so fittingly represented by this elaborate building.

Bloomfield has been long noted as an educational center. Fifty years ago or more four large institutions were located within our borders, and young ladies and young men came here from distant points in our own and adjacent states to receive their education and many in after years became prominent in our State and National interests.

But Bloomfield became prominent, so far as our school system is concerned, by reason of having been the first town in our state to avail itself of the provisions of what was then known as the Free School Law, providing for the education of all children at the expense of all taxable property. This bill, when under consideration at Trenton, was advocated by many of our then prominent citizens and was enacted into law by our legislature in 1849. Immediate action was taken by the people of Bloomfield. A school district was formed, trustees elected, a two-story brick building was erected and its doors opened for the admission of scholars early in January, 1850, all within about one year of enactment of the law. The members of the first Board of Trustees were David Oakes, President; Warren



BLOOMFIELD HIGH SCHOOL—COMMERCIAL CLASS.

S. Baldwin, Secretary; Robert L. Cooke, and Albert Mathew, Jr., with Dr. Joseph A. Davis as town superintendent of schools. Thus was initiated the public school system of Bloomfield.

The growth of our town at this time was very gradual and this plain, inexpensive building was the educational center and almost the entire system for more than twenty years. In 1871 a new and much larger building was erected on the site of the old one, and this has been the home of our High School to the present time.

In 1880 I became a member of the Board of Trustees, and our school system then consisted of what is now known as the old high school building, a one-story brick building at Brookside, still standing, and used for special purposes, and a one-story building at Berkeley, long since removed. The number of scholars at that time was between five and six hundred with seventeen teachers. The rapid growth of our population since then necessitated the erection of large buildings in different parts of the district, and to-day we have, not including this building, seven school houses with eight to sixteen rooms each, over 3,000 scholars, and we are employing one hundred and twelve instructors.

I mention these facts that our citizens may realize how rapidly our school population is increasing. Three and four additional class rooms are now annually needed to provide for this increase. Three years ago the Board realized that they could no longer defer such changes, and the adoption of such measures as would more adequately provide for the needs of our rapidly growing High School—the overcrowded condition then existing in the old quarters making further delay impossible if our standards were to be maintained. With this object in view building plans were invited and the most modern buildings were visited in several near-by states, that we might benefit by the experience of others in our recommendation providing for the present and future needs of our district. As a result of our efforts we submit this building to the judgment of those most deeply interested in our educational system, the citizens of Bloomfield. We have a building of unusual architectural merit, well designed for its intended purpose, and provided with every needed educational appliance and comparing

favorably in all respects to similar institutions in our state. But my friends this building is valuable only so far as it may be wisely and successfully used for the purposes intended. Its possible or potential value is not dependent upon its designers or builders, but rather upon that portion of our young people who shall come here to avail themselves of the educational advantages here provided. If they shall come with a firm determination to acquire such an education, mental and vocational, as shall best prepare them for life's work and life's duties, then this building will have a value not to be expressed in monetary terms but to be realized in the greater efficiency of those, who year after year, shall pass from this platform to assume the more arduous and exacting duties as they enter upon another and broader field of endeavor.

My friends I have confidence in the ability and high purpose of our young people. I believe they will live up to the ideal here prepared for them and by their zeal and loyalty will make this institution famous as a living educational center with honor to themselves and with credit to our town.

ADDRESS

HON. WILLIAM HAUSER

MAYOR OF BLOOMFIELD

Ladies and Gentlemen:

It seems only a short time since I had the extreme pleasure of being able to attend at the laying of the corner-stone of this beautiful building. The interest shown by the citizens of this town on that occasion was more than gratifying, and your presence here this evening shows a decidedly marked continuance of that interest. The wish expressed by me at that time,—that the completion of this High School might prove to be only one of the many achievements of your Board of Education, and that this building might prove to be a lasting monument of which we all might be proud,—bids fair to be fulfilled.

In Bloomfield's High School we have without question an institution which, as far as location, convenience, and equipment are concerned, is as fine as any in the State of New Jersey, and I think I may safely say, in the United States. This means much to every citizen of our town as well as to every scholar who attends the school. With the opportunities it affords to all who are willing to accept them, there remains neither excuse nor cause for failing to obtain the most important ammunition for the battle of life,—a good education. Whether it be for a commercial or a professional career, the High School provides a proper foundation, which, if carefully erected, must form the basis of ultimate success. By its instrumentality our girls and boys shall grow to better, nobler womanhood and manhood; the happiness of our community shall be greater; our community will become a lovelier place in which to live, and high-thinking and right living shall prevail among us.

The future of our Government depends entirely upon the wisdom and intelligence of our citizens, and those qualities

can only be acquired through our making the most of the advantages offered by our schools. One of the greatest features of the public school system is that in it all find equal consideration, irrespective of race, creed, or religion. This tends to encourage the love of country, a spirit of patriotism and a desire for the uplift of humanity.

The schools of to-day offer the best known means to fit the child to meet life's many problems, for civilization is constantly demanding more and more of each one of us, and the schools are endeavoring to supply, not only knowledge, but an ability to use that knowledge to best advantage, for, taken by itself, knowledge is a part, and not the most vital part, of education.

A liberal education consists in an attitude of mind, and ability to use information, rather than in a memory stocked with facts.

When the old system of the country school is compared with the one now in use many marked changes will be noted. Formerly an education began and ended with the three R's: "Reading, Riting, and 'Rithmetic" as it was said; that is, it ended with the three R's so far as it affected the average pupil. Much more force was used to impress the pupil with the importance of his lessons than is applied to-day.

Speaking of the force with which an education was formerly given, I am reminded of the story of the old New England schoolmaster, who taught the pupils in his class the A B C's. He would say to his pupil:—

"What's that?" "I don't know, sir."

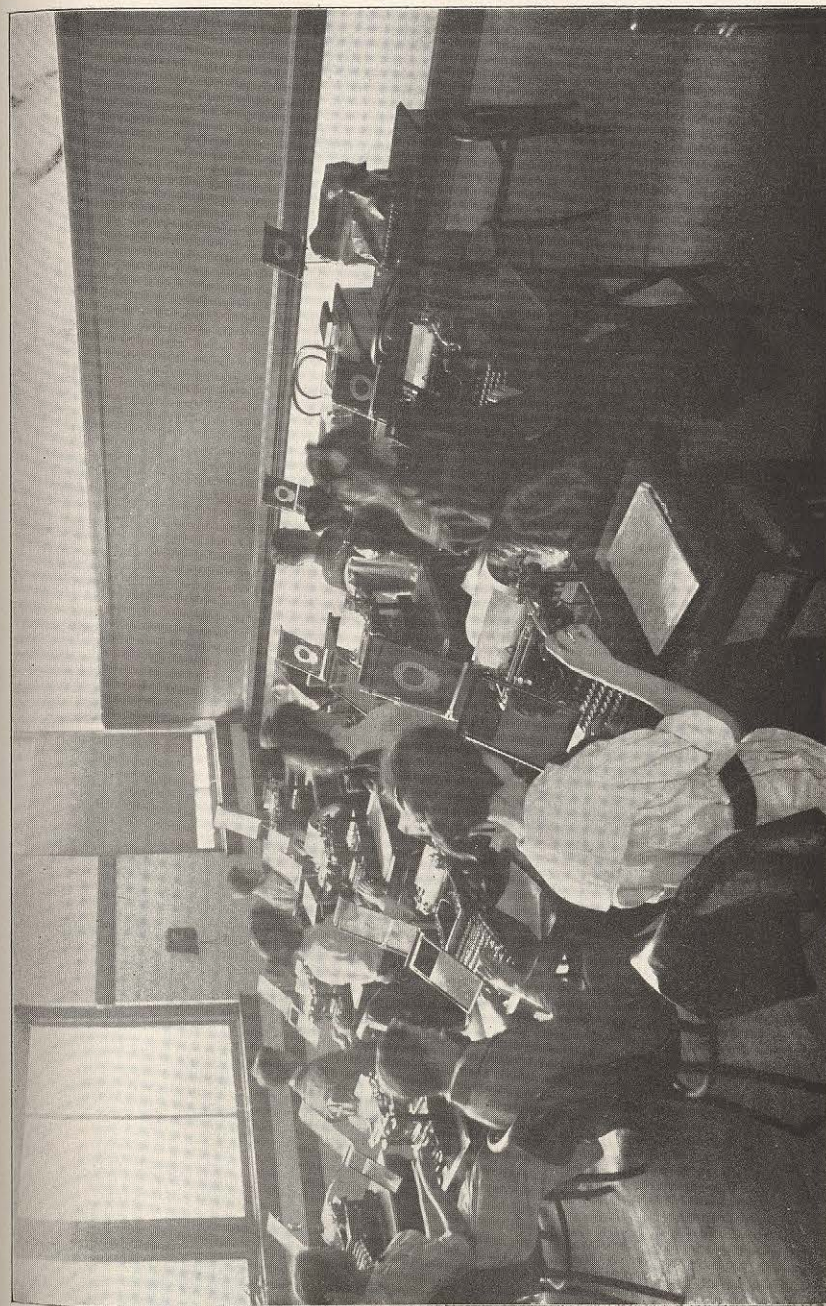
"That's A"—with a slap.

"What is that?" "I don't know, sir."

With a slap—"That is B."

You can readily imagine that a boy learning his letters in that way never forgot them, and if the boy was particularly dull, this New England schoolmaster would take him over his knee, and then the boy got his information from both directions. (Laughter.)

Of course, it is unnecessary to say that this primitive method does not apply now, but every phase incident to furnishing a liberal and thorough education is considered, and the means furnished, whether it be directed to the mind or to the



BLOOMFIELD HIGH SCHOOL—TYPEWRITING CLASS.

body of the individual, and, of course, attention to both is essential.

I have spoken of the old New England schoolmaster, and I want to speak now of the old country school-houses, for a moment—the old country school-house with its lack of conveniences, bare walls, rooms poorly lighted and ventilated and often unheated, offers a striking contrast to this fully equipped building, yet the former produced its Lincoln and its Garfield. But a Lincoln or a Garfield became great in spite of such adverse circumstances and not because of them, and the readier means of education now at hand should surely produce many more great men, scholars, painters, and scientists. Perhaps—who knows—some day this school may be pointed to with pride as having given to the world one of its great geniuses, one of the torch bearers of the ages. Yet if our school only equips every boy and girl for the particular sphere in life for which each is intended, doing the best he or she can in that sphere, it will have served its purpose.

This beautiful High School, with its trained teachers and vast equipment, stands as a model of what modern needs demand. As we grow, even this vast accomplishment may in time prove inadequate, as our former High School proved to be.

The success of any community depends largely upon the character and intelligence of its citizens, as well as their interest in its welfare. "Show me your schools and I will tell you what kind of people you are" might well be said of any community or municipality.

While education is a great factor in the making of good citizens, it is not the only one. The great purposes of life are not alone the getting of property, or even the acquiring of knowledge, but the building of character and development of accomplishments which make the truly useful man. Public education must not only develop culture and extend the scope of scientific knowledge, it must prepare for intelligent citizenship.

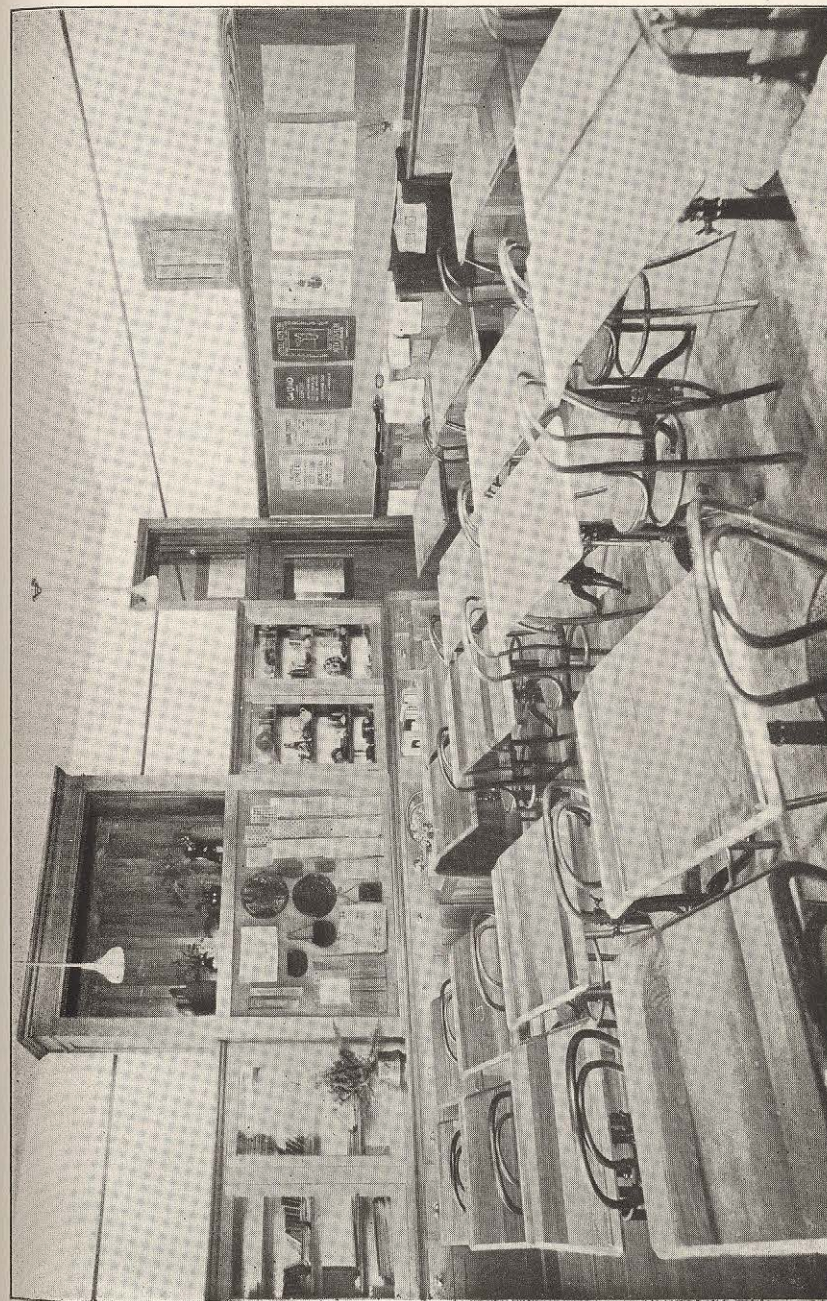
Only a short time ago we dedicated a monument located not far from where we now are, to the memory of those who fought, bled, and died, that we might enjoy undisturbed the principles for which they contended,—liberty, equality, and justice. Their efforts made it possible for this school to be erected,

and we would be false to our trust were we to forget our duty to our country, and that duty can best be discharged by doing our share toward the progress of our town, our State, and our Nation. It is said that the educated Greek, at the time of his country's highest development, considered it a privilege as well as a duty to take part in public service. Certainly it is just as necessary to-day to have citizens take part in public matters as it ever was, yet there seems to be a shrinking, an unwillingness and a desire to avoid responsibility.

Our children must be taught the responsibilities of the citizen, for in a short time each will have to assume his share. This cannot be avoided; this is a material part of our existence. If it be said that our schools have nothing to do with political duty, then, to quote the words of a very well-known writer, Dr. Butler, "There must be something wrong with our political life or with our education."

We are not justified, my friends, in sitting idly by, content to pay our share of the expense of erecting schools and other buildings, and paying our taxes; we must do our share as American citizens to uphold our ideals and to keep the fame of our country untarnished. We must also see whether, in our day and generation, we cannot do something to be remembered.

Bloomfield has prospered and will continue to prosper long after many of us now present have been forgotten. There are no clouds overhead and no convulsions under our feet. We reverently return thanks to Almighty God for the past and with confident and hopeful promise march upon sure ground toward the future. (Loud applause.)



BLOOMFIELD HIGH SCHOOL—DRAWING ROOM.

ADDRESS

MR. JAMES C. BROWN

MEMBER BOARD OF EDUCATION

As I note the gathering of all these people coming from the different sections of our town, I recall an incident that is related of the Atlanta campaign. For weeks our army had been marching and fighting amid the timber and the brush so thick that often the right of the company could not see their regimental colors. The soldier knew that his corps was in line to the right and left of him, but there was a feeling of isolation and loneliness that was disheartening; but what a mighty spontaneous cheer went up when the advancing line unexpectedly broke into an open meadow and each regiment, with its fluttering banners, was revealed to every other regiment. It was an inspiring sight—cheer upon cheer rent the heavens, and enthusiasm was rampant. This audience is an inspiring sight and we are pleased to welcome you to our new school building in this splendid assembly room, and we are glad beyond measure that there are so many who have come to our opening exercises and to inspect the building. To-night it is my privilege and my pleasure to present on behalf of the Building Committee of the Board of Education primarily a description of our new High School, also a few words about the erection and completion of the same, and I will endeavor to make it brief so that it will not weary you. It has taken a long time to complete the High School and to many it has been a wearisome waiting, but you must bear in mind that it is a large building, in the construction of which there has been a thousand details. It is not a seven-room house "built as sample," but it is a building containing over forty rooms, original in design and construction. To devise plans for such a building, execute contracts and follow the work to completion takes a great deal of time and patience, and we have

all realized the truth of the saying that it can only be done by "line upon line, here a little and there a little," and then repeating it. But the building has finally been completed and we think it has been constructed in such a substantial manner that for generations to come it will stand as a monument to the wisdom and generosity of the people of the present day. Oft times a municipality moves along, day after day and year after year, in the even tenor of its way, yet there comes a time when important events do take place which, like milestones, mark the town's progress to a higher plane. The erection of this magnificent High School is one of these important events for the Town of Bloomfield. The determination to erect a new High School was not reached hastily. The Board of Education of 1908 gave considerable thought to the question—the Board of 1909 considered the matter seriously, and the Board of 1910 concluded the time had arrived and the need imperative for a new building. The problem of securing a suitable piece of ground was happily solved by the purchase from the late Mrs. Sarah Stubbert of the present location. The lot cost \$16,000, which was considered a very reasonable price. Word was sent out to members of the architectural world and a dozen architects responded with plans, descriptions, and interviews. After mature deliberation the plans submitted by Mr. C. G. Jones were accepted, and his services were secured, and you now see the result of his talent, efforts, and supervision, which is not only a credit to him but to all those interested with him in the work. The chairman of the Building Committee is Mr. C. W. Martin, and he has freely given a great deal of his valuable experience and time to the manifold details connected with the construction and furnishing of this High School. The other members of the Board of Education appreciate his work, and with the people of the town are deeply indebted to him. The Board of Education asked \$180,000 for the work. This was allowed by the Board of Estimate and approved by the Town Council. Bids for the construction of the building were asked for, and received to the number of about twenty. The figures of the Central Carolina Construction Company were the lowest, and after investigation this company was awarded the contract. The building was commenced in the spring of 1911, but the work has



BLOOMFIELD HIGH SCHOOL—CLASS IN MECHANICAL DRAWING.

been delayed largely by reverses suffered by the contractors. Under ordinary circumstances it would have been completed long ago, but we are at last able to rejoice with you in its completion and possession.

This building is located at the southwest corner of Broad Street and Belleville Avenue, and is 171 feet 2 inches across the front by 123 feet 6 inches deep.

The sill course and front stoop are of granite, the basement of limestone, and the parts above are limestone, buff brick, and terra cotta. The interior and exterior constructional walls of the building are of brick.

The building has a basement and four stories. The basement is 11 feet high, and each of the stories is 13 feet high.

Basement—The basement contains a Lathe Room, Bench Room, Lumber Room, Mechanical Draughting Room, an extra room for Manual Training work, office for the director of Manual Training, an Exhibit Room, two offices for supervisors of instruction, large boiler and coal rooms, bicycle rooms for boys and girls, three large supply rooms, locker rooms for boys' and girls' clothing, two rooms for large fans and motors for the heating and ventilating system, two rooms for the janitor, electric transformer room, main switchboard room, and storage closets.

The Lathe Room is fitted up with twelve speed lathes for pupils and one lathe for the instructor, with space for eight additional lathes for the pupils. These lathes are arranged in three sets of four each, all run by electric motors.

The Bench Room is equipped with twenty-four work benches, and the Draughting Room with twenty-four draughting tables.

First Story—The first story contains an Assembly Room 58 feet by 90 feet, with a stage 24 feet by 55 feet in addition, and a large gallery. The Assembly Room, exclusive of stage, is fitted up with opera chairs and will seat 1,000 people. This room is to be used as a study hall by the pupils in addition to its use as an Assembly Room, and for this purpose each alternate chair is fitted with a steel sliding tablet arm. On each side of the stage

there are two ante-rooms which are also to be used as offices for the instructors.

The main entrance to the building is in the center of the front in the first story, and consists of three arched doorways, each 6 feet wide, opening into a large barrel vault vestibule and thence into the main corridor, from which opens the Assembly Room directly opposite. The main corridor runs north and south from end to end of the building with the girls' staircase at the south end and the boys' staircase at the north end. At the right hand of the main vestibule is a reception room, opening out from that is the Board Room, 24 feet by 30 feet, and connected with the Board Room is a vault 10 feet square with regulation steel vestibule doors, etc., and combination lock.

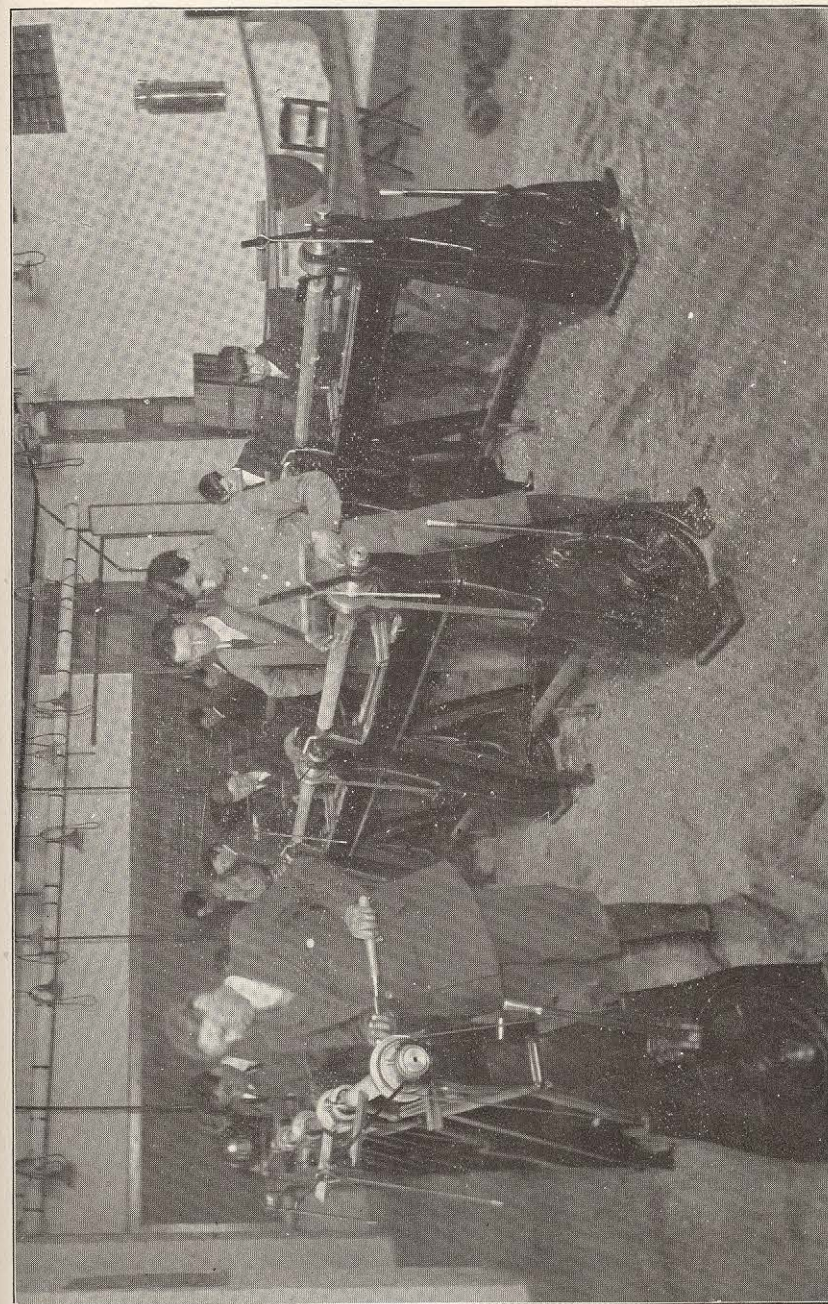
On the north end of the first story front is a draughting room 24 feet by 30 feet, equipped with twenty-four draughting tables, which is to be used for the present, as an eighth grade draughting room.

Opposite this room at the northwest corner is the High School draughting room, which is also equipped with twenty-four tables. Adjoining on the left hand, or the south side of the main vestibule, is the principal's office, with an ante-room which opens to the main corridor.

Next adjoining the principal's rooms to the south is the Domestic Science Department, which consists, first, of a dining room 20 feet by 24 feet; second, a pantry, and, third, a kitchen. These rooms have been fitted up for their special use, the pantry containing a refrigerator, and the kitchen containing twelve tables equipped with gas stoves, each table accommodating two pupils.

On the southwest corner on the opposite side of the main corridor from the kitchen, is a class room, 24 feet by 30 feet. Opening out from the main corridor to the rear, on each side of the Assembly Room, is a Teachers' Room, 12 feet by 30 feet, the northerly room for men teachers and the southerly one for lady teachers, having lockers for all the teachers in the building; which room is provided with a table, chair, couch, etc., and these rooms will also be used by pupils who may be taken ill.

Second Story—The second story has seven class rooms, ranging in size from 20 feet by 24 feet up to 24 feet by 36 feet. The



BLOOMFIELD HIGH SCHOOL—CLASS IN WOOD TURNING.

gallery of the Assembly Room opens out from this story. At each side of the Assembly Room gallery are the pupils' cloak rooms.

The main corridor, 12 feet wide, runs from the north to the south end of the building with the staircase at the ends, the same as the first story.

Third Story—The third story has main corridor and stairs, boys' and girls' cloak rooms, the same as the second story. There are five regular class rooms on the third story ranging in size from 20 feet by 24 feet to 24 feet by 32 feet.

On the front of the building in the third story are two rooms for the Commercial Department, one seating twenty-five pupils and the other seating thirty pupils.

Fourth Story—This story contains a gymnasium, which is 90 feet long and 51 feet wide, and 22 feet 6 inches high. It is provided with a gallery running track which can also be used by spectators. The gymnasium is provided with a full and up-to-date equipment. The running track is covered with corked carpet. Connected with the gymnasium are locker rooms, shower baths, and a room for the gymnasium directors.

Across the front of the building in the fourth story are laboratories. Beginning at the north end is the Physical Laboratory, 29 feet by 30 feet; a storeroom, 10 feet by 22 feet; a lecture room equipped with a platform and chairs for fifty-four pupils, 26 feet by 37 feet; a photographic dark room, chemical supply room, and Chemical Laboratory, 26 feet wide and 39 feet long; a biology supply room and a Biological Laboratory 24 feet by 30 feet. All of these rooms and laboratories are fully equipped with modern up-to-date appliances.

The entire basement and first story floor and halls generally are of fireproof construction, reinforced concrete being used for the floors and gypsum blocks for the partitions. The remainder of the building is of slow burning construction, all lath being of metal. The trim throughout is of chestnut. The doors are sanitary, being flush, and without panels.

All class rooms are provided with book-cases. The class room windows have prism glass in the upper sashes and throw

the light to the far side of the room, and all sashes have metal weather strips.

The stairs are entirely fireproof and are constructed of iron with soapstone treads and platforms, and enclosed in brick walls. The Assembly Room is lighted from a large skylight with wire glass and has a leaded glass ceiling.

All plumbing throughout is open and of the most sanitary construction. The building is lighted throughout with electricity with emergency gas lighting.

In the Principal's office there is a bell-board which rings bells in all rooms and parts throughout the building; also a large Program Clock, which rings these bells at stated intervals for announcing the various study periods. This apparatus is adjustable, so that the periods can be changed as desired. There is also a switchboard and a telephone apparatus communicating with rooms in all parts of the building. The clock in the principal's room also controls secondary clocks in the rooms throughout the building.

The electric wiring is done in iron piping throughout the building.

In each hall throughout all stories of the building there are two sets of full size fire hose, and there are fire gongs in the halls of every story, in the gymnasium and Assembly Room, which can be operated from the several parts and can also be rung from the switchboard in the Principal's room. There are two large recess gongs on the exterior of the building. Fire extinguishers are provided in every hall and in the gymnasium.

The building is heated by steam, the air being brought in through shafts from the top of the building down to the basement and drawn through steam coils and then forced by blower fans through the warm air flues to the various parts.

The building will accommodate 500 scholars now, and may be enlarged to double its present capacity. The approximate cost is as follows:

Building	\$190,000
Furniture	\$30,000
Ground	16,000
	<hr/>
	\$236,000

We believe we have a building which will compare favorably

with buildings of like character anywhere, and believe our new High School, with its up-to-date facilities, marks the beginning of a period of development in the school life of our town which will be far reaching in its beneficial effects on our young people. An influence and an aid in preparing them for their after-graduate life, the value of which will be incalculable. It is also a credit to the town and townspeople who have provided this school, and is an achievement for which they may well congratulate themselves for many years to come.

ADDRESS

HON. ROBERT H. McCARTER

OF NEWARK, N. J.

Mr. Chairman, Ladies, and Gentlemen:

If you had been, as I have since last Monday morning, trying a case in the city of New York with one of those whipper-snapper lawyers from the East Side jumping up every moment and objecting to everything you say and had come from that place to enjoy the hospitality of one of your own distinguished lawyers and then come here and be expected to make a speech before an audience of this intelligence, you would perhaps appreciate the fact that I feel and have felt the way a man I read of in the newspaper felt, in England. It seems they were having a pageant in some English village, and the people were all out, either taking part in the pageant or looking at it, and the first man in the parade was dressed in a tiger's skin wrapped about him and coming to his knees, with his legs bare below that; he had a big brass helmet on and was carrying in his right hand a huge battle-axe, and, like all English people, he was very self-conscious, and a little English school-boy who had studied his Roman history looked at the warrior marching along and cried out "Are you Appius Claudius?" and he replied, "No, I'm as un'appy as 'ell." (Loud laughter.) Well, that is the state of my feelings here to-night.

I suppose you wonder how I got myself into this predicament. (Laughter.) I will tell you. One of the earliest traditions of my family has to do with the fact that in this town of Bloomfield my mother, as a young girl, went to school. (Applause.) Later on she taught here in a school known as Miss Cook's School; possibly there are some here who are old enough to have heard of it; here in this town a red-haired young lawyer, whom I afterwards revered as my father, courted my mother.

(Applause.) And here, down to the end of his days, he had many friends who have handed down that interest and friendship to me, and so, when your distinguished committee came down to my office and asked me to be here to-night to say a few words, the invitation, ladies and gentlemen, I felt to be a command. (Applause.)

When the great apostle of modern education, the Swiss Pestalozzi, imbued as he was with the sincerity and propriety of his views, travelled all the way from the Swiss town of Zurich to Paris, to endeavor to interest the great Napoleon with his views he was met with the sarcastic rebuff, "I have not any time to bother about the alphabet." After Napoleon was in exile, Pestalozzi lived to be visited by Madame de Stael and Talleyrand, and to be praised by such men as Fichte and Humboldt.

Some of you are old enough, some of you are not, to remember the old-fashioned schools. In those days, as your Mayor has said, those days of extreme simplicity, teachers as a rule were super-annuated and pulpitless clergymen, or, if women, ladies who had no other way of earning their living. I well recall the primary school to which I first went, a private primary school in Newark. The teacher was a daughter of a Confederate who had lost her family heritage in the war and came North to earn her living; so, of course, she took up teaching; and the picture of her that remains upon my mind is of a rather tall, nice-looking lady with a blase manner, hearing the lessons, for that is what she thought teaching consisted of, sewing while she heard, and spending most of her time talking to a friend who came in to commiserate with her while she was performing her duties; (laughter), and watching the clock for two o'clock to arrive, just as our office boy down in Newark watches the clock in our office for five o'clock to arrive. (Laughter.)

Martin Luther said that school was purgatory. When I was in Princeton I heard Dr. McCosh in one of his lectures say, in that voice of his which was inimitable, "Upon that point Aristotle anticipated me"—and I think upon that point Luther anticipated me!

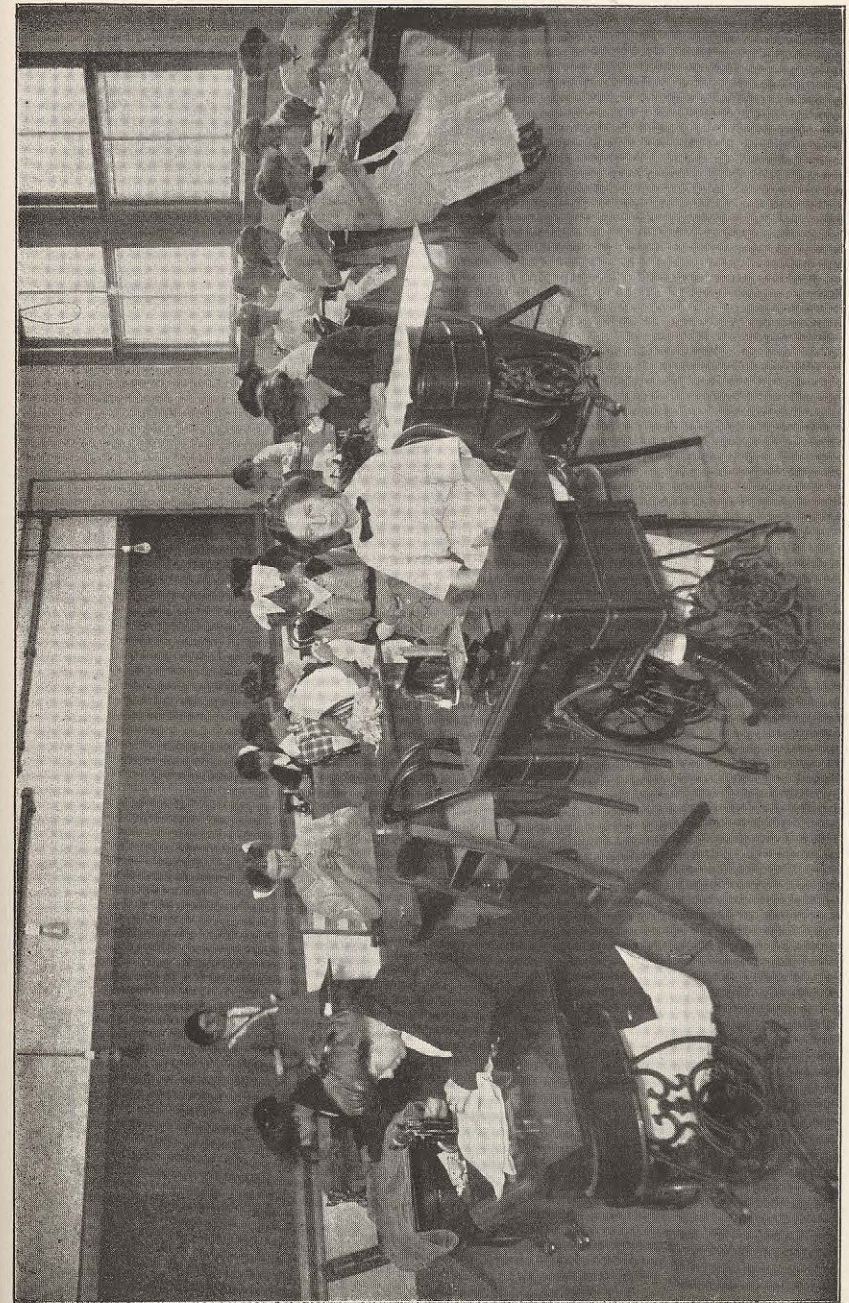
But what a change do we now see! Almost all our Eastern colleges or universities have schools of pedagogy; and throughout the land there is growing up and has grown up a band of

young women and young men who deliberately, and with "malice aforethought" adopt the profession of teaching, and enter upon it with the same pains, and perform their duties after they are in it, with the same enthusiasm that other professional people do. I say, All honor to that noble band of teachers of whom you have here such eminent representatives, who are willing to enter upon the noblest calling that we can think of, that of instructing the youth, with all too inadequate pay, for the pleasure and satisfaction they get out of it, and not simply for the purpose of earning a living. (Applause.) And they are content to remain teachers, although now and then from the ranks of that great profession are taken people for wider and more useful spheres, among them one of our own citizens, one of my own old classmates, the Honorable Woodrow Wilson, (Loud applause.)

I suppose that this can be called the golden era of schools; throughout our broad land we find, dotted here and there, from the Atlantic to the Pacific, very many school houses and millions are spent every year in the education of children, and there are existing throughout the country the so-called private boarding schools, with waiting lists as long as those of our most prosperous and popular clubs in the cities; the classes in our colleges are becoming so large as to be unmanageable, and thousands of dollars are being spent on beautiful buildings that are erected as monuments to the fact that the people are aroused to the importance of educating the children.

You have in New Jersey a public school system which includes day schools and night schools, travelling schools and stationary schools, technical schools and kindergartens, normal schools and schools of every kind, and my friend Mr. Betts, the Assistant Commissioner of Education of this State, recently sent me a note containing a few very interesting statistics with which I will burden you for a moment.

We have enrolled in New Jersey to-day as students in our free school system the magnificent number of 459,189 scholars, 13,506 teachers; we have 1,230 high schools, 164 night schools, and we have in our high schools in New Jersey, 24,479 scholars and 37 districts that maintain evening schools, with school teachers in our evening schools amounting to 854, and if any one



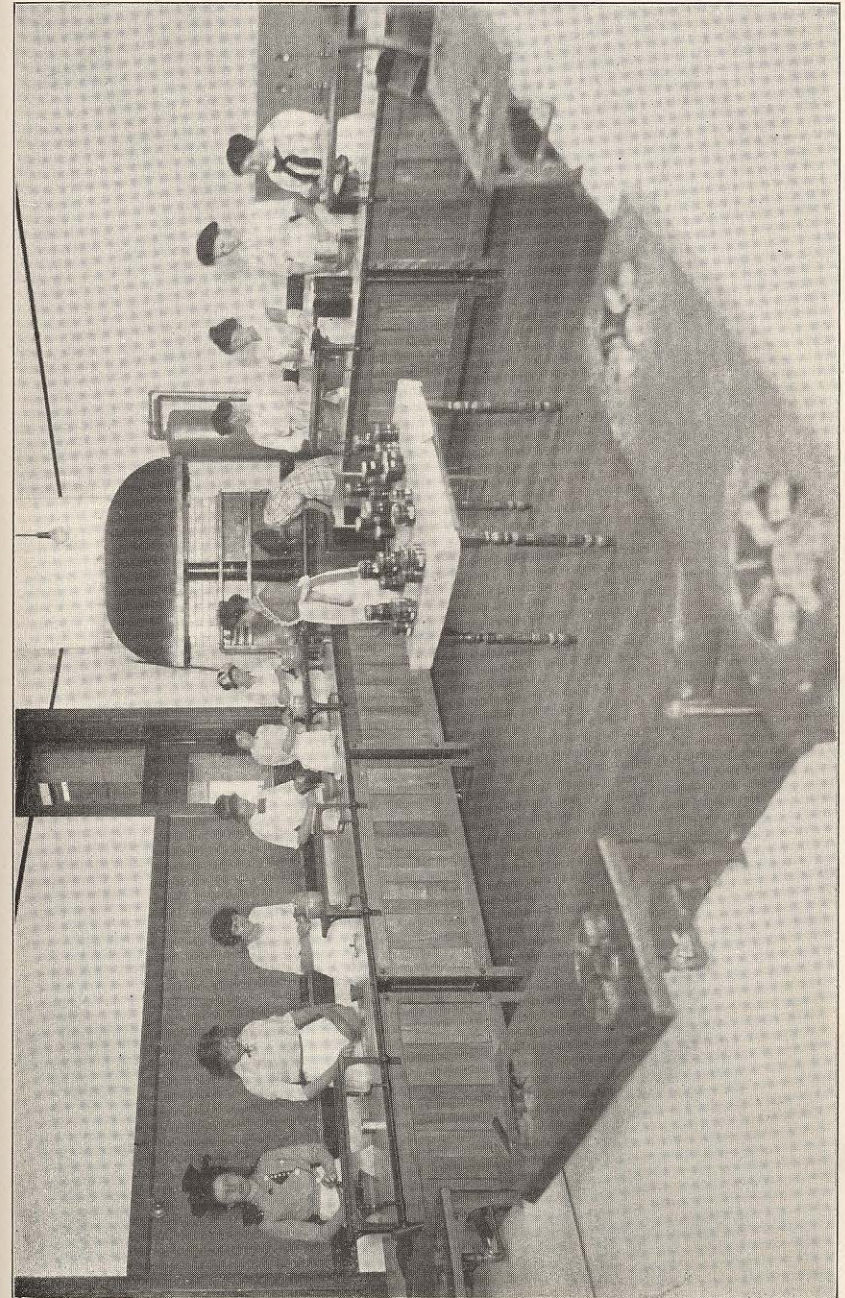
BLOOMFIELD HIGH SCHOOL—SEWING CLASS.

in this hall has any qualms with regard to the fact that we are holding out a welcome to the immigrants that come here in such hordes every day, go with me to our large cities, come down to Newark and see our evening schools attended by men, Italians, Slavs, and the like, men begrimed with the dirt acquired in their daily toil, hard at work in our evening schools trying to be educated.

If there were ever a time when the country needed an education it is now. When one reads in the papers of trials that have recently taken place in the West and learns of the lengths to which misguided labor will apparently go to secure its ends; when you see in current literature the idea that every man who has made a competency or a fortune has done it at the expense of those who have not done it, and insinuating, if not declaring, that it could not have been honestly done; when people seeking votes for the highest gift of the nation are expressing with apparent seriousness the idea that the old theories of representative government are effete and worn out, and that the people should return to what they call "their own" and vote directly, I say that I believe the safeguard of the public to-day resides in the fact that the great web and woof of the American people has been to school and is educated; (applause), that they know something of our history; have read of the French Revolution; that they remember the debates that preceded the adoption of our Constitution; that they recall that in that instrument our fathers prepared a scheme by which the people should be protected from themselves, so that laws should be so enacted that the theory of the moment or the hysteria of the moment should not carry the day. They say, "Why all this rigmarole with regard to reading a bill, or ordinance, or law, three times and then having it submitted to the Executive for its approval?" Were Hamilton and Madison and Washington crazy? Was Thomas Jefferson, the great apostle of the people, who gave his hearty assent to the Constitution, crazy? But do not forget that the Declaration of Independence preceded the adoption of the Constitution, and that in this instrument a scheme was provided by which the people could act with deliberation and only accomplish what they wanted through representatives. Do not forget that the theory was, and is, and always has been up to

date, and I hope always will be, that the great mass of the people have not the time nor the knowledge to pass upon proposed legislation; that they have their opportunity when presently their representatives who were elected to serve them in the Legislature; come up again at the polls for choice, and if they have not represented them well they can decline to re-elect them. The trouble is that people now are going around attacking our courts, throwing our Constitution to the winds, trying to remove the old land marks with tinkling words, crying out, "Oh the people are fit to rule"; and by the suggestion of the initiative and the referendum, seeking to take away the very principle that underlies our present constitutional government, the idea of representative government; and the theory is suggested that somehow or other our courts should obey the will of the people; that when they decide a case contrary to your thought, or my thought, for the moment, as to the direction in which that decision should have gone, we should have the power to reverse our courts. People who make those suggestions forget that our fathers were brought up on John's charter; and that, somehow or other, they believed in what is there called "The law of the land"; they forget that in every county in this State and in every county in the whole country, is a court-house to which people, with absolute confidence, take their differences, and if they do not know, they have at least heard of, the judge who sits there calmly and dispassionately, and decides your disputes and mine upon principles that are fixed, and which were created long before you or I were born, and according to doctrines that are removed from the prejudices and hysteria of the present time. We recall the common law and know that it, like the waters of the ocean, is swayed perhaps a little here and a little there, by wind or tide, but as a great and uniform body remains stable and firm. As we recall these things, ladies and gentlemen, let us give due credit to the old school-houses and the well-thumbed history that we used to read, and from which and in which we became instilled with those fundamental principles that underlie our government. (Applause.)

If this were true 100 years ago, how much truer is it now? For compare for a moment the extent and variety of governmental action to-day with that in 1789, when our Government



BLOOMFIELD HIGH SCHOOL--COOKING CLASS.

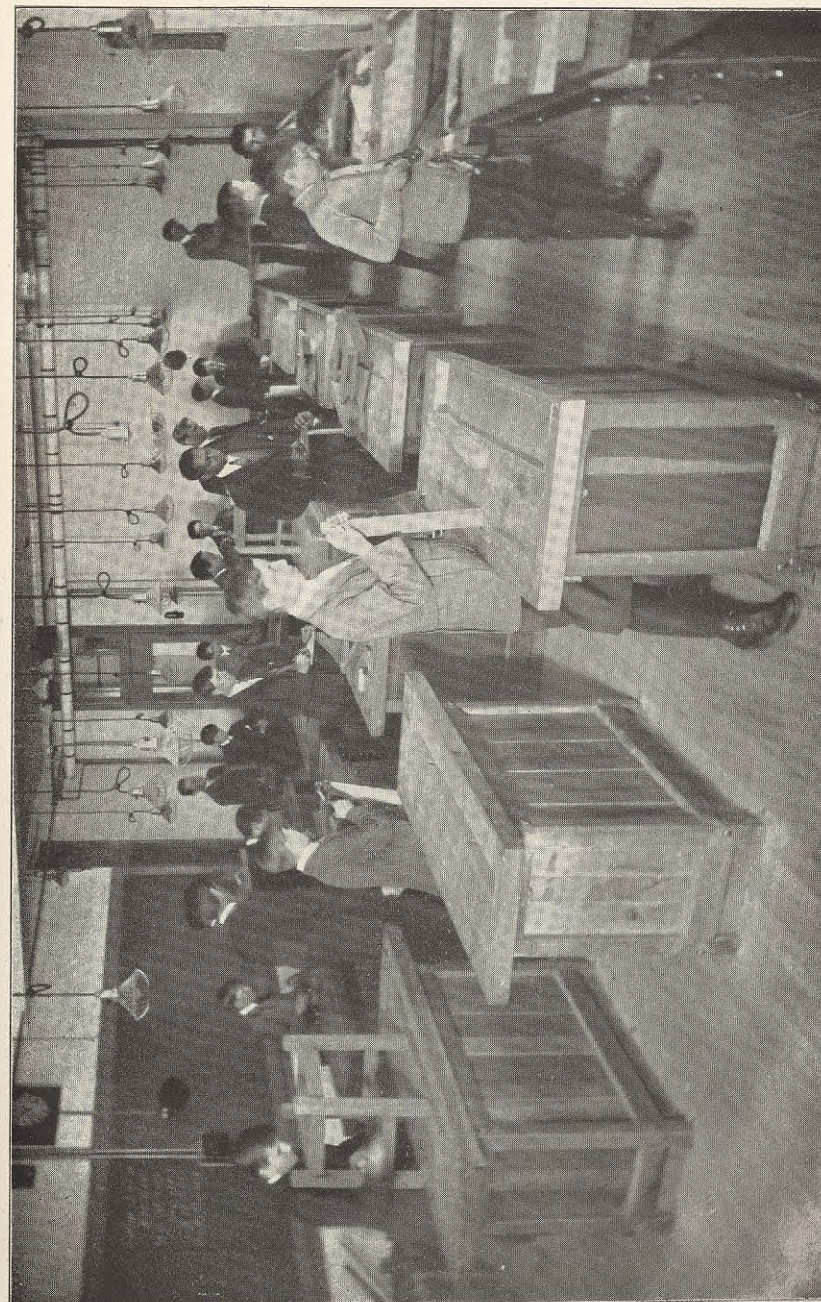
was established. Go to New York City and look at the old City Hall and compare it with the twenty-two-story structure extending over a whole block that is now being erected to accommodate the business of New York City. Go to Trenton, where many of you do go, and where more should go, to see how your Legislature works, and learn what a serious business it is they are engaged in, and how you and I who are not there and are not studying it, are utterly unprepared to pass judgment upon the subjects they have to deal with. Go to Trenton and see how the State House is gradually extending its limits, stretching out with new wings, so that streets are being vacated to prepare for the enlarged activities of a State Government. Compare the City of Washington of to-day with Washington of 100 years ago, and it is like comparing the fly to the elephant, having in mind the extent and complexity of governmental activity.

To say that in affairs of government at this time the people at large, busy, engaged in their domestic duties, if women, or in business, if men, are competent to cope with the serious questions that are involved in our government at this time, is to suppose that it is now possible, as it used to be 100 years ago, for the people to meet around the village pump and legislate.

There is, however, let me say before I close, a reverse side to the picture, and here your free school system is not the subject of criticism. It is my belief—I may be wrong—it is my belief, however, that a great strain upon the present system of education, not only in New Jersey, but all throughout our land, and now I am speaking of our paid educational system, is the exaggerated and undue importance that is there given to what is known as athletics, and from this trouble I believe up to the present time our free school system is exempt. When one considers that thirty, forty, or fifty thousand people in a driving rain or a more driving snow storm will sit long hours at Princeton, or at New Haven or Cambridge and watch a game of football, how can you expect the boys who engage in that sport, or they that look on, to have anything but an exaggerated and false idea of the part athletics play in education. This spirit, I am sorry to say, I believe pervades our primary and more advanced schools—but I am not speaking about public schools. I was as-

tonished to observe in the Princeton Alumni Weekly recently that 66% of the entering class of the present year was conditioned, and that was considered as doing very well. Now think what that means. How many fathers are there in this room who are straining hard to send their sons to college, those boys who have gone not to a public school, but to a private school, who know that not more than 34% of them can enter college without being conditioned. If that is so, then it seems to me that something false has gotten into the theory of teaching in our private school system, and while I never had the privilege of going to a public school, yet I firmly believe that if that condition of things continues our colleges and private schools will find their number of scholars minimizing and our public school system based on the idea that the intellectual side is the true side of education, will grow at the expense of the private system.

It is my fortune to spend about six months of the year in Monmouth County, and every morning on my way to the train I go through the pretty town of Red Bank, and when the first of September comes and the schools open, my trip to the station is gladdened by the sight of three or four hundred pretty young girls and bright young boys and pretty young teachers, all going gayly to school; there is no discrimination between teacher and pupil, they are all together, all happy, and I notice among them some colored boys and girls, and it makes no difference, they are not thinking of their color, they are not thinking whether they are teachers or pupils, they are all going to school and they are all happy. I suppose that is something you see here every day, but I don't happen to see it excepting at that time of the year down there in the country. But the thought occurs to me that behind it all is the parent who is fighting and striving that his child may go to school, and in it all is the noble army of teachers, to whom I before paid tribute, giving you the truest democracy. But over it all and permeating the whole thing is the fact that tends to make the only aristocracy we have in this country, namely, the aristocracy of learning. (Loud applause.)



BLOOMFIELD HIGH SCHOOL—CLASS IN WOODWORK.

The school song was then sung by the High School Glee Club, the benediction pronounced by Rev. George L. Curtis, D.D., and the audience dispersed.

PROGRAM OF GRADUATION

HIGH SCHOOL, JUNE 24.

PROCESSIONAL, War March of the Priests (from "Athalia") - Mendelssohn
INVOCATION.

CHORUS, Glory to Isis! (from "Aida") - - - - - Verdi

ORATION, "Magazine and Newspaper Advertising"

Jerome Myron Harris

ORATION, "Smoke and Dust"

Helen May Booth

OVERTURE, The Bridal Rose, - - - - - Lavallee

ORATION, "Head Hunting in the Philippines,"

Henry V. McKibbin

PART SONGS.

(a) June

(b) Song of Illyrian Peasants, - - - - - Schneckner

ORATION, "Electricity in the Home,"

Ida Shapiro

OVERTURE, From Shore to Shore, - - - - - Bennet

ORATION, "Modern Efficiency,"

Henry Paull Teall

PART SONG, Oh, My Love's Like a Red, Red Rose, - - - - - Garrett

ADDRESS TO GRADUATES,

Rev. Berryman H. McCoy

PRESENTATION OF ALUMNI PRIZE,

Mr. George E. Jamison, President High School Alumni Association

PRESENTATION OF DIPLOMAS,

Mr. Frederic R. Pilch

SCHOOL SONG.

BENEDICTION.

GRADUATES, 1912-1913

DIPLOMAS

RUTH ASHBEY
AIMEE C. BIENEFELD
MARIE SAMMIS BIGGART
EMILY ROLLINSON BLEECKER
HELEN MAY BOOTH
JOSEPHINE K. CHRISTIE
BEATRICE CROWELL
EMILY M. FLEISCHER
HAZEL DOROTHY FRETZ
LOTTIE MARION HOLMES
ELFANOR JOHNSON
ANNA BURGESS JONES
FLORENCE MARION PARKHILL
GRACE PHYLLIS RISSLER
ESTHER SAMUEL
EDITH MAY SCHOFIELD
IDA SHAPIRO
HELEN CLAIRE SMITH

HELEN ELIZABETH STONE
LILLIAN GRACE TAYLOR
MARGARET EVERSLEY THOMAS
ESTHER CAMILLA WOLFE
DOROTHY MARTHA WRIGHT
HOWARD B. CANFIELD
HENRY CLIFFORD CLARKE
WILLIAM JOSEPH GARLOCK
SPENCER C. HAMILTON, JR.
CLIFFORD ANTHONY HOTALING
JAMES JOSEPH DOYLE
JEROME MYRON HARRIS
JOHN DOUGLAS LAWRENCE
HENRY V. MCKIBBIN
CARLETON SCOTT SCHROEDER
HENRY PAULL TEALL
WALLACE OSCAR VOGEL
HAROLD EHLE WETTYEN

CERTIFICATES

EDWIN LAIRD CADY
ELLA SEIBERT

CLIFFORD F. BAKER
FRANCES LOUISE BRECK

GRADUATES BY YEARS

Year	Diplomas	Year	Diplomas	Year	Diplomas
1876.....	11	1889.....	10	1902.....	13
1877.....	5	1890.....	6	1903.....	15
1878.....	5	1891.....	15	1904.....	17
1879.....	2	1892.....	12	1905.....	10
1880.....	No record	1893.....	18	1906.....	19
1881.....	No record	1894.....	10	1907.....	17
1882.....	No record	1895.....	15	1908.....	18
1883.....	6	1896.....	12	1909.....	25
1884.....	12	1897.....	8	1910.....	14
1885.....	8	1898.....	8	1911.....	20
1886.....	4	1899.....	12	1912.....	0
1887.....	13	1900.....	9	1913.....	36
1888.....	9	1901.....	18		

RECORD OF PERFECT ATTENDANCE

FOR EIGHT YEARS

FEARON MOORE

FOR SIX YEARS

IRVING BORCHER
PERCIVAL CHANCE
CHARLES SEIBERT

FOR FIVE YEARS

HOWELL COGAN
MILDRED DEMAREST
LILLIAN PARKER
HENRY TEALL

FOR FOUR YEARS

ETHEL STEVENS
GILBERT TAPPAN

FOR THREE YEARS

ELWOOD ADLER
JOSEPHINE CHRISTIE
MARGARET DALE
GLADYS GAFFNEY
GLADYS HEISCHMANN
MARTHA HOCK
ELIZABETH NIXON
JOSEPH ROY
JAMES THOMPSON

FOR TWO YEARS

RUTH BAKER
HELEN BRADY
HOWARD CANFIELD
ELIZABETH CULLEN
NORMAN DAHL
CATHERINE FISH
JOHN UNTIEDT
GERTRUDE HUMMEL
HARRY RIORDAN
HELEN SCHERFF

IN ADDITION TO THE ABOVE, THE FOLLOWING PUPILS HAVE BEEN
NEITHER ABSENT NOR TARDY DURING THE YEAR 1912-1913:

LOUIS AUERBACHER
NOBLE COLFAX
HARRY CULLEN
OSCAR FRIEL
ELEANOR GILBERT
JOSEPH GOUGH
MARY GRISSING
ENOCH JOHNSON
RUTH KING
ARNOLD WAYLER
HAROLD WETTYEN

FINANCIAL STATEMENT

RECEIPTS

Balance, July 1, 1912, as follows:

Current Expenses	\$2,879.85		
Manual Training	2,571.36		
Buildings	859.21		
New High School	97,421.64		
			\$103,732.06
Received from State, acct. Current Exp. ..	\$76,145.02		
Received from Town, acct. Current Exp. ..	48,500.00		
Received from State—Manual Training...	5,000.00		
Received from Town—Manual Training...	5,000.00		
Interest on deposit for New High School..	564.34		
Received from State, acct. Library (2 yrs.)	160.00		
Received from Miscellaneous Sources—			
Tuition	\$826.00		
Other Sources	952.93	1,778.93	137,148.29
			\$240,880.35

DISBURSEMENTS

Teachers' Salaries	\$91,451.53
Janitors' Salaries	7,350.49
Repairs and Furniture	6,514.61
Books	2,788.81
Supplies, printing, incidentals	7,891.46
Libraries	192.35
Transportation Brookdale Pupils	929.25
Tuition paid to other districts	206.00
Insurance	728.77
Medical Inspection	700.00
Rent	780.00
Fuel, Light, and Power	6,296.72
Salary of Secretary	600.00
Paid acct. New High School	52,060.00
Paid acct. New High School Equipment..	38,779.13
	\$217,269.12

MANUAL TRAINING

Plant	\$465.45
Material	2,624.47
Teachers' Salaries	10,106.00
	13,195.92
	\$230,465.04

BALANCES IN HANDS OF TREASURER

Manual Training	\$25.44
Current Expenses	678.42
Buildings	2,564.60
New Buildings	7,146.85
	10,415.31
	\$240,880.35

CALENDAR FOR 1913-1914

FIRST TERM:

Begins Monday, September 8, 1913.
Ends Tuesday, December 23, 1913.

SECOND TERM:

Begins Monday, January 5, 1914.
Ends Friday, April 3, 1914.

THIRD TERM:

Begins Monday, April 13, 1914.
Ends Friday, June 26, 1914.

HOLIDAYS:—Labor Day.

Columbus Day.

State Election Day.

Thanksgiving and day after.

Lincoln's Birthday

Washington's Birthday.

Good Friday.

Memorial Day.